



Self-Study Report

Prepared by



for

**The Commission on Institutions
of Higher Education**

of

**The New England Association
of Schools and Colleges, Inc.**

January, 2008

Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: 15-Jan-08

1. Corporate name of institution: Northern Maine Community College
2. Address (city, state, zip code): 33 Edgemont Drive, Presque Isle, ME 04769
Phone: 207-768-2700 URL of institutional webpage: www.nmmc.edu
3. Date institution was chartered or authorized: June 17, 1961
4. Date institution enrolled first students in degree programs: March 1963
5. Date institution awarded first degrees: May 1964
6. Type of control: (check)

<u>Public</u> <input checked="" type="checkbox"/> State <input type="checkbox"/> City <input type="checkbox"/> Other (Specify) _____	<u>Private</u> <input type="checkbox"/> Independent, not-for-profit <input type="checkbox"/> Religious Group (Name of Church) _____ <input type="checkbox"/> Proprietary <input type="checkbox"/> Other: (Specify) _____
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7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Maine State Legislature

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

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

<input checked="" type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input checked="" type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input type="checkbox"/> Four or five-year baccalaureate degree granting program	<input type="checkbox"/> Other _____ Specify _____

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

- | | | | |
|---|---|--------------------------|--------------------------|
| X | Occupational training at the crafts/clerical level (certificate or diploma) | X | Liberal arts and general |
| X | Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> | Teacher preparatory |
| X | Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> | Professional |
| | | <input type="checkbox"/> | Other _____ |

10. The calendar system at the institution is:

- X Semester Quarter Trimester Other _____

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

- a) Undergraduate 15 credit hours
 b) Graduate _____ credit hours
 c) Professional _____ credit hours

12. Student population:

- a) Degree-seeking students: Fall 2007

	Undergraduate	Graduate	Total
Full-time student headcount	573	N/A	573
Part-time student headcount	177	N/A	177
FTE	626	N/A	626

- b) Number of students (headcount) in non-credit, short-term courses: 356

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

The Accounting Information Systems, Business Administration, and Medical Office Administration Programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The Automotive Body Repair, Automotive Technology, and Diesel Hydraulics Technology Programs are each National Automotive Technology Education Foundation (NATEF) certified. The Precision Metals Manufacturing Program is accredited by the National Institute of Metalworking Skills (NIMS).

14. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

	Full degrees?	50% or more?	Courses only?	FTE Enrollment
A. In-state Locations				
Houlton	x		x	41.27
Ashland			x	2.40
St. John Valley			x	1.00
Calais	x			18.00
B. Out-of-state Locations				
C. International Locations				

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

Name of program	Degree level	% on-line	Students
N/A			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree level	% of degree
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table provided on the next page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
 - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

1964 Name changes from Northeastern Maine Vocational to Northern Maine Technical Institute

1968 Library was established

1970 NMVTI granted authority to award associate degree to business students

May 1875 NMVT authorized to award associate degree to trade students

October 1975 College accredited by NEASC's Commission on Vocational Technical, Careers Institutes

April 16, 1086 Maine Vocational – Technical Institute System established

September 30, 1989 College name changed to Maine Technical College System and Northern Maine Technical College

July 1, 2003 College name changed to Northern Maine Community College

CHIEF INSTITUTIONAL OFFICERS

<u>Function or Office</u>	<u>Name</u>	<u>Exact Title</u>
Chair Board of Trustees	Dennis P. King	Chair MCCS Board of Trustees
President/Director	Timothy Crowley	President
Executive Vice President		
Chief Academic Officer	Alan Panches	Vice President/Academic Dean
Deans of Schools and Colleges (insert rows as needed)		
Chief Financial Officer	Larry LaPlante	Director of Finance
Chief Student Services Officer	William Egeler	Dean of Students
Planning		
Institutional Research		
Development	Jason Parent	Director of Development & College Relations
Library	Peggy O’Kane	Assistant Dean of Learning Resources
Continuing Education	Sonja Fongemie Leah Buck	Dean of Continuing Education Assistant Dean of Continuing Education
Grants/Research		
Admissions	William Casavant	Director of Admission
Registrar	Betsy Harris	Registrar
Financial Aid	Norma Smith	Asst. Dir. of Financial Aid
Public Relations	Jason Parent	Director of Development & College Relations
Alumni Association		

Preface

Prepared by NMCC President Timothy Crowley

Northern Maine Community College recognizes the important role that reflecting on the work we do plays in achieving our mission of providing career and transfer programs that provide our students the opportunity to develop as individuals and to acquire needed knowledge and skills. The opportunity to review and compare our performance to standards in an accreditation process has long been a driving force at this institution. Our commitment to this self-evaluation process is demonstrated in Goals I and II of our Strategic Plan, which establish accreditation and certifications as key elements of quality. As we develop new programs, such as Precision Metals Manufacturing and Medical Coding, attaining appropriate accreditation and certifications continues to be a goal on which we focus so that we may ensure we have met regional and professional standards.

We have strived to make this reflective process an inclusive one, ensuring a college and community wide perspective. As with this self study, we have participation from all sections of the campus. Our goals for this process have been to not only be inclusive, but to be candid, concise and thorough as well, as we communicate where the college is on our journey to becoming a comprehensive community college.

The gathering of data plays an ever greater role in the assessment of our progress. Our use of the Student Satisfaction Inventory (SSI) is a good example of how data gathering has helped us to identify and address concerns that are important to the college and our students. More recently we have begun to use a new tool, the Community College Survey on Student Engagement (CCSSE), to assist us with student retention efforts. For instance, the information gleaned from this survey has assisted us in the design and development of our new Academic Success Center.

The central role that assessment plays in the design of new programs and services also carries over to facilities and energy efficiencies. Our efforts over the last several years to gain information and knowledge about what is driving our expenses, particularly in the area of energy, has allowed us to improve building control systems and to recognize that we have room for continued improvement. The most recent bond passed by the voters of Maine will help us to both gain efficiencies in facility operations and reduce our impact on the environment.

NMCC is fortunate to have resourceful and committed employees and community members. The technological advancements on our campus have been significant in the past several years. The campus portal is changing the way we provide information to students and is enhancing the efficiency of our college. It has been through the ingenuity of staff and faculty that we have been able to design and build many of the components of our student information system.

It is this same resourcefulness that has allow the college to successfully complete our first major gifts campaign. A feasibility study projected the potential to raise private funds to support the college mission, and, with the conclusion of our campaign in February, we have realized that potential. This community-based support has allowed NMCC to introduce new technology and to make continued improvements during a time of shrinking state budgets.

During this self-evaluation, we have discovered that we still have some distance to go to ensure that planning processes are brought full cycle and that the assessment of the goal is complete. We determined that we do not always take the final step in some processes to evaluate the achievement of a goal or to establish a new goal if one is not realistic.

As we began the self study process, we felt that it was important for the college to speak with one voice, that our self study should give the reader a single point of view. In our discussion at the final meeting of the self study committee, we came full circle and discussed the importance of not speaking with one voice, but rather having many voices. I trust that our efforts with this document will provide the reader with an understanding of our commitment to becoming a comprehensive community college and the steps we are taking to ensure continued quality improvement at NMCC.

We look forward to your visit and the opportunity to share in more detail our strengths and weaknesses, as well as our hopes and vision for the future.

Overview

From its roots as a vocational technical institution and through its evolution as a technical college, Northern Maine Community College, along with its six sister colleges across the state of Maine, made the transition to a comprehensive community college on July 1, 2003. This significant development paved the way for the college to integrate more fully and more broadly into its mission the facilitation of student transfer to baccalaureate-granting institutions.

To suggest that this transition—a move that has driven a great deal of the activity of the College throughout this reporting cycle—represented a significant institutional cultural shift is an understatement, particularly as the goal was to effect change in more than name alone. The perspectives of both internal and external constituents and stakeholders have required adjustment, and that has yielded some challenges to the College. With growth comes its companion, growing pains. The self-study has provided insights into both the growth and its pains from a highly collaborative, interdepartmental/interoffice viewpoint.

Foremost, the self-study has identified a strong current of stability through this transition. Experienced and engaged, talented and devoted faculty, staff and administration continue to meet the challenges of growth and change from a student-centered focus, and with an unwavering commitment to quality and to excellence.

It has further verified the College's expanded commitment to enhanced information-based decision making. Important changes have been effected based on data mined from such tools as the Collegiate Assessment of Academic Proficiency (CAAP) and the Community College Survey on Student Engagement (CCSSE), as well as from information generated by a 2006 college-wide SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and subsequent internal surveys.

And the self-study has illuminated the institution as not only an enthusiastic proponent of both administrative and instructional technology, but as a leader in its use and its development to enhance administrative efficiency and student learning. The College is widely lauded by sister institutions and regional partners alike for its position on the forefront of the technological surge in education.

One of the challenges faced by the College, corroborated by the self-study, is that of maintaining effective, efficient communication between the various offices both on and off campus. While some dissatisfaction voiced by employees and students can be traced directly to changes in communication media (e.g., e-mail communication v. memoranda v. telephone calls, etc.), and some can be traced to some organizational redundancy or inefficiency, there is an undeniably growing sense that decisions, once made, are not effectively communicated to affected offices and/or individuals. It has been difficult to ascertain, however, how much of this reflects issues of communication and how much reflects decision making processes.

As with so many institutions, the College faces the task of maintaining the quality of its programs and its services to the community and to its students in a climate of limited fiscal

resources. Accustomed as it has been to “doing more with less,” and in spite of innovative collaborations, grant monies, and other fundraising efforts, the College, nevertheless, is faced with the dilemma of providing more services and more programs to more students with less or with flat funding. While fluctuating variables such as fuel prices and demographic shifts certainly exacerbate the issue, such unique constants as geographic location and climate considerations continue to present challenges.

The College has embraced the self-study as an opportunity to introspect on where it has come from, where it is at, and where it is going, not only at the day-to-day operational level, but at the broader, more comprehensive level. As with self-studies of the past, the College has used the exercise as a springboard for change, as an important source of confirmation, and as a celebration of quality.



STANDARD 1:

MISSION AND PURPOSE

INTRODUCTION

Built on the site of a former WW II Air Force Base, Northern Maine Community College (NMCC) began as Northeastern Maine Vocational Institute in 1961. In 2002, leaders of Maine's (then) Technical Colleges proposed that the seven colleges - which had many of the features and attributes of community colleges - become true comprehensive community colleges. The proposal was presented across Maine and was endorsed by education, business, and policy leaders throughout the state. In spring 2003, Governor Baldacci proposed legislation officially establishing the Maine Community College System, which won strong bipartisan endorsement by the 121st Maine Legislature.

Located in the United States' most northeasterly county, NMCC is the only two-year college in Aroostook County—an area that is larger than the state of Connecticut and Rhode Isle combined. Although the college's primary service area is dauntingly large, the population of the county is less than 73,000.

Over 88 percent of the region is forest, and the northern terminus of this country's interstate highway system (I-95) is 44 miles south of the college. Summer skies are huge and blue; snow crunches underfoot through the long winter months; and spring brings the renewal of lush green shades to the landscape. It is truly an extraordinary bit of our country.

Today NMCC remains deeply rooted in the culture, values, and traditions of Aroostook County and committed to providing affordable education to a traditionally underserved rural population. Sustained by potato farming and logging throughout most of the 20th century, Aroostook County is in a period of transition. As these industries decline, opportunities for new economic development emerge. NMCC will continue to lead in the retraining of workers for future opportunities.

DESCRIPTION

The college adopted the current mission statement in July, 2003 (Revised April 2005). The statement appears prominently in the college catalog, on the website, in its strategic plan, and is reflected in other printed materials produced by the college. It reads as follows:

“Northern Maine Community College provides career and transfer programs that lead to associate degrees, diplomas, or certificates. The students served have the 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 extracurricular activities.*

As the northern most campus of the Maine Community College System (MCCS), NMCC serves 816 credit students (spring, 2007, Headcount) and 1,057 noncredit students (501.2 report 2006) who participate in contract training, workshops, courses, and seminars through the college’s continuing education division. NMCC enrolls students mostly from northern and central Aroostook County but with a considerable number of international students from Canada (26 students as of spring 2007 Demographics Report). NMCC is one of seven campuses in the system and is supported in its mission by the MCCS Board of Trustees and the MCCS office. NMCC’s mission and purposes are consistent with its authority and the MCCS’s strategic planning goals to provide Maine people with an affordable, high-quality education that enables them to qualify for good-paying careers; to provide programs that are responsive to the labor demands of Maine employers; and to promote local, regional, and statewide economic development (State of the System Address, 121st Legislature). Furthermore, NMCC’s mission is implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education.

APPRAISAL

NMCC boasts a small campus with a low student-faculty ratio and small class sizes. As enrollment grows in certain areas of the college, maintaining this small campus environment is becoming an increasing challenge (that will be explored elsewhere in this study).

The stated class-size average conceals inequalities and inconsistencies across programs, resulting in some unacceptably large class sizes (OSHA classes, Human BIO, etc.). Struggles also continue in the nursing courses, where distance technology is being used in Houlton and Calais. The nursing faculty report many challenges with the current distance education plan, due mostly to technology.

The decision to remove the diploma option beginning in fall 2007 has been controversial at times, but the faculty supports the decision to offer only AAS or certificate options for the incoming freshmen. Some trade students traditionally have selected the diploma option because of the increased number and/or academic rigor of courses needed for an Associate degree.

While the student population may not be diverse in terms of racial minorities or ethnicity, it is comparable to the proportions of ethnic and racial minorities in Maine. The diversity in age (average age is 27), gender, and educational background add socioeconomic diversity to the campus.

Although some 86% of the students list their ethnicity as white, Aroostook County is composed of several subcultures that are not reflected in government statistics, such as Franco-American (St. John Valley), Scandinavians (New Sweden and environs), and the Micmac and Maliseet tribes (central and southern Aroostook). The Loring Job Corps Center located in Limestone (25 miles north) also serves to enrich the cultural diversity of the student body, particularly Hispanic, African-American, and Asian. Incoming 2007 NMCC students present the following demographics: 54% are first in their family to attend college; 58% are traditional age (24 or under).

NMCC has created several specialized courses and workshops that are unique to Northern Maine. “Discover Aroostook” encourages students to explore different recreational and historical opportunities in the area. Other examples include a Commercial Driving Academy, Critical Care training for the EMS community, the new Medical Assisting Program, and the outreach of nursing courses to both Houlton (50 miles south) and Washington County (134 miles southeast). The continuing education division is continually meeting the demand for customized courses for industries and companies in the service area.

One of the principles that guide the college in fulfilling its mission is “to offer students access to higher education with a broad range of transfer opportunities.” NMCC has welcomed Husson College as an educational partner and now shares space with both Husson College on the Presque Isle campus and with the University of Maine at Presque Isle at the Houlton Higher Education Center. In addition, an agreement was signed between MCCA and the New Brunswick Community College System in February 2007 to allow NBCC students to enroll at

NMCC at in-state rates. NMCC encourages students to consider transferability to other institutions and has articulation agreements in place with surrounding institutions.

Each program of study at NMCC is guided by an advisory committee. These groups are derived of individuals who represent the industry and are influential voices for their respective companies. The college relies heavily on suggestions by the advisory committees to help steer the programs. Other inputs used to assess successful attainment of the career development portion of the mission are job placement rate, transfer success, employer feedback, student-satisfaction surveys, and graduate-exit interviews. A more in-depth description of this process is included in Standard 2, Planning and Evaluation.

As a close-knit campus, we value the history and experience of long-tenured faculty and staff and also recognize the important dynamic that new people add to the energy level. A recently completed comprehensive campus assessment of strengths, weaknesses, opportunities, and threats reinforced that the campus culture is a strength of the college. Other strengths identified include the relative affordability of an NMCC education, the quality of academic programs, and the support of the external community.

Weaknesses identified in the assessment, which asked for the feedback of every employee and selected students and community members, included the lack or absence of communication within/between offices and/or departments at the college. This was strongly supported by each of the groups followed closely by the lack of leadership, funding, and physical space. “Identifying weaknesses at the college is essential as we envision the future at NMCC. It is evident that some of the high-priority areas identified are under our internal control. With that said, it is essential that we work together to correct and strengthen those areas in our control and to enhance the high-quality college that we are at NMCC” (SWOT Analysis, Fall 2006, p. 13).

Institutional Effectiveness

A recent change in the structure of campus leadership groups has been proposed, changing the current management team to a President’s cabinet and creating a college coordination team. The intent is to allow the President’s cabinet to step away from the day-to-day operations and to focus more on the strategic leadership to better achieve the college’s mission and better evaluate the institutional effectiveness. The college coordination team will be charged with implementation of the college’s strategic plan and focus on campus operations.

PROJECTION

The management team, which consists of the NMCC president, vice president/ academic dean, dean of student services, director of finance, director of development and college relations, director of physical plant and technology, and dean of continuing education (currently heading the capital campaign for the NMCC Foundation) meet weekly to address campus issues, share information, and plan for improvements. Most of this team also serves on the strategic planning committee, which creates and oversees a five-year plan for the college. One gap that has been noted during this self-study process is the need for closer alignment between the mission statement of the college, the strategic plan, and daily operations of the college. This could be a more inclusive experience by sending a draft format of the strategic plan to everyone on campus

(staff and students) for review and feedback, before creating a final draft. Annual reports to the entire campus community on the progress of goals and plans would also be beneficial for the employees to encourage involvement and to work toward stated goals together.

During the SWOT analysis in Fall 2006, a majority of individuals considered the biggest opportunity to be the college educational programs and offerings. Increasing the number of health-related programs along with new delivery options for working and nontraditional students (i.e. online, evenings, and weekends) were also noted. Strong emphasis was placed on not only academic programs but also the services that are offered, which must be maintained and enhanced. Some of the prohibiting factors for student enrollment or success continue to be the lack of on-campus child care, times of day that certain courses are offered, reduction of financial aid funding, and lack of academic remedial support (MCCS strategic plan July 01-July 2007 page 30 first paragraph). Recent changes in the Academic Success Center and offering more scholarships to students with dollars raised through the Capital Campaign are measures in progress which have been offered as a result of these challenges being identified.

Another component of the NMCC educational experience that faculty, staff, students, administrators, and community friends identify as an opportunity is the college services. The ability of the public relations department to increase the visibility of NMCC, along with marketing the region, is essential. The college needs to focus on addressing low enrollment in certain programs and expanding continuing education opportunities, especially in the trade and technical areas. Also noted was the need for funding and support for building expansion to enable most of these programs to increase capacity and remain technically current. The top concerns for many of the employees at the college are dwindling state appropriations, recent attempts to rein in state spending, and ongoing uncertainty of funding and shifting funding formulas within the MCCS.

It should also be noted that NMCC staffing has an extremely low level of turnover. The people who work here understand their role in changing the lives of students and creating opportunities for the State of Maine.

Through 38 years of existence, NMCC has become a community center where regional activities, educational workshops, cultural events, and economic development efforts take place. NMCC offers 26 programs of study; customized training courses and certificates designed to meet Maine's workforce needs both regionally and statewide; and prepares individuals for continued education at four-year colleges.



STANDARD 2:

PLANNING AND

ASSESSMENT

DESCRIPTION

Committees comprised of a wide range of employees drive the planning process at Northern Maine Community College. The diverse knowledge of these employees maximizes input from all areas of the college to address both the goals and assumptions of the Maine Community College System and the college's goals. While committee participation is not mandatory, many employees volunteer to serve on NMCC committees which develop and approve planning, organizing, policies and procedures.

Major purchases are normally decided on in committees and recommended to the campus management team. Funds approved are based on their appropriateness to the college's mission and goals; impact on the campus budget; and feasibility of positive results.

Additionally, the college relies heavily on the input of advisory committees with membership drawn from the healthcare, social service, business and technology segments of the Aroostook County community to supplement and support the work completed within the college campus.

In 2004, Northern Maine Community College updated and adopted a five-year Strategic Plan reflecting the college's goals, strategies, objectives and action plans. The foundation of the Strategic Plan is Northern Maine Community College's philosophy of education, which is grounded in providing the basics of a technical or major field of study coupled with a general education core that instills in the student the essential qualities of an educated person as defined by the faculty.

The strategic planning committee identified seven goals: complete the transition to a comprehensive community college; enhance the quality of programs and services, assure continuance of institutional accreditation and foster professional program accreditations and/or certifications; promote and support professional development, diversity, professionalism, ethics, integrity and opportunity; enhance accessibility to programs and services; support regional economic growth; increase enrollment and retention; and enhance the long-term fiscal and physical viability of the college.

APPRAISAL

The college systematically reviews its planning initiatives, and in recent months, has documented significant achievements in areas defined in the Strategic Plan and/or recommended by college and advisory committees, and community partnerships. These include successfully collaborating with other institutions within the Maine Community College Service to expand healthcare offerings. These collaborations have resulted in the establishment of new programs in satellite locations throughout the County and in Washington County, and in the establishment of a radiography program delivered by Eastern Maine Community College on the NMCC campus. Programs in Medical Coding and Medical Assisting began at NMCC in fall 2007, and an Occupational Therapy Assistant program is nearing implementation. Additionally, at the request of the Defense Finance and Accounting Service in Limestone, a 24-credit certificate in accounting, resulting in a hiring status at a GS5 (professional) level, has been approved by NMCC and is awaiting MCCA approval, which is anticipated in the fall.

In fall 2006, the college signed a historic agreement with Husson College, a private college in Bangor, to provide administrative space to support its extension programs on the NMCC campus, including baccalaureate and masters degree programs in nursing and business administration.

Over the last nine years, the college has changed the name of the "General Education Department" to the "Arts and Sciences Department." As of fall 2006, the college has developed 19 new courses in math, science, social science and humanities (including four interdisciplinary courses); expanded library holdings in liberal studies by 10.46 percent; dedicated 21.53 percent of the library holdings to humanities; revised the Associate in Arts degree in Liberal Studies; and hired new faculty to include an additional writing/communications instructor and an additional math instructor.

Over the past two semesters a task force, under the guidance of the curriculum committee, designed and implemented major revisions to virtually all of its AAS programs, as indicated:

- New applied mathematics course
- New applied physics course
- New business math course
- Upgraded electrical (applied) math course for electrical-related programs
- Tougher standards for entry into those courses, primarily through admissions placement testing.
- Required remedial courses where testing indicates the need.
- Instructors designed courses with input from the major program instructors.
- Elimination of diploma programs in the vocational areas as a direct result of the redesign of the AAS degree.
- Additional English composition and applied math courses in the Plumbing and Heating certificate program at the request of the employers hiring the graduates. (This will be the impetus to upgrade other certificate programs over the next two or three semesters.)

In keeping with the transition to a comprehensive community college as defined in the strategic plan, NMCC has been busy reevaluating its mission and instituting substantive changes. These include regular revision of the strategic plan, developing an assessment committee, and implementing program reviews that provide critical analysis of the effectiveness of existing and new programs.

Leadership has increasingly encouraged employees to participate in decision-making. This is reflected in both committee work and department reviews. Some departments do a significant amount of research both in evaluating programs and in determining what actions to take. The college's new Associate in Applied Science degrees are direct reflections of that evaluation and action process, as is the recent college-wide focus on writing quality as a major concern and the development of a plan to improve this important component of general education. However, both of these initiatives will require a stronger learning center to assist students as the college progresses in the development and analysis of the new Associate in Applied Science degree and in strengthening the writing skills demonstrated by students.

In keeping with the college's commitment to community-wide planning, this transition in the AAS degrees and the information pertinent to the learning center come as a result of committees using data gathered from multiple departments to develop a list of actions. Those actions can be easily identified and found in the meeting minutes, which are regularly distributed to committee members and posted on the library website. Most committees also produce an annual report at the end of the year to document what they have accomplished.

Each program at NMCC is reviewed every five years, per Maine Community College System policy. Program reviews are submitted to the system board of trustees for analysis and approval. Reviews include the results of various assessments, including employer surveys, graduate surveys, program accreditations and certifications. Each review includes a section on "Continuous Improvement," where positive changes and/or modifications are enumerated. These changes can include additional courses, new technology incorporated, and instructor professional development.

Institutional Effectiveness

Planning, assessment and institutional effectiveness are an ongoing process at Northern Maine Community College. After evaluating data collected from various sources, the college took significant steps to by improve the academic environment on several levels. These included redefining the college's existing learning center and advancing assessment procedures and data collection.

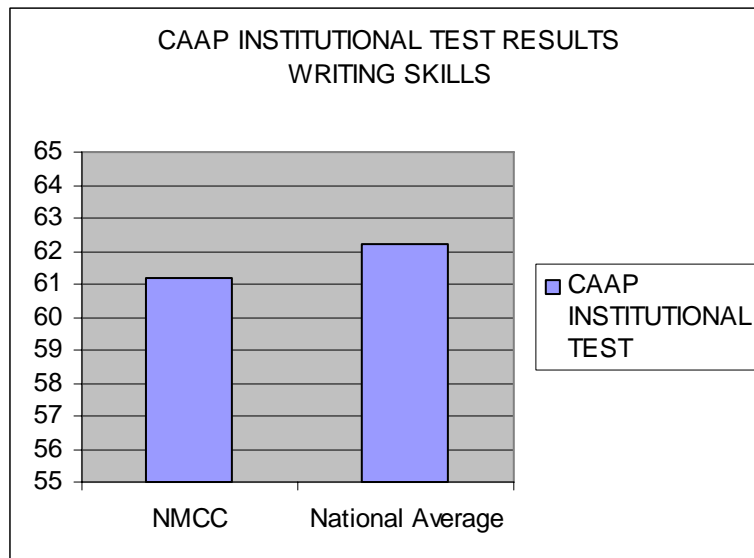
A committee of employees met during the summer of 2007 to reorganize the existing learning center into a more comprehensive facility. The scope of this reorganization was far-reaching beginning with refining the center's mission to provide academic support to assist all students either individually or in groups. The newly named Academic Success Center supports the college's belief that each student has the ability to be successful at

NMCC, and facilitates this process by working in conjunction with faculty to provide services and strategies to personalize, fortify and enhance classroom instruction in all academic areas in order to promote academic success. This reorganization and expansion was based on the NMCC “Academic Support Services Final Report” submitted by consultant Dr. Sarah Quay on May 10, 2007.

As a second step, the college adopted a standardized grading rubric for writing assignments in all academic areas. During faculty orientation in the fall of 2007, instructors from the English department presented workshops on the importance of the rubric and how to use it effectively. This critical step aligns directly with the college’s commitment to enhance the quality of programs and services, and coordinates with the college assessment committee’s work to improve student learning through continuous, comprehensive, innovative, meaningful assessment, and to communicate ongoing and proposed assessment activities and goals to the campus community.

This project constitutes a comprehensive assessment initiative that began in May 2007, when students in selected English composition classes took the ACT College Assessment of Academic Proficiency Writing Skills and Essay exams.

The limited assessment project allowed English instructors to determine the effectiveness of the test materials and to develop baseline information for ongoing assessment. The data showed that NMCC students had a mean score of 61.2 as compared to the national mean of 62.2 as illustrated in the chart here:



The assessment committee determined that this data, when correlated with Accuplacer test scores of incoming students, could be compared to additional testing of students to develop and analyze measurable competencies and/or outcomes in writing, thus supporting the standardized rubric mentioned earlier.

This also allows the development of a centralized data collection, analysis, and reporting process, which while initially designed only for writing skills, can serve as a model for all courses and programs.

As can be readily identified, more work needs to be done with respect to embedding planning assessment and institutional effectiveness into the culture of the college, but great strides have been made.

PROJECTION

In November 2006, the college undertook a campus-wide assessment of the college's strengths, weaknesses, opportunities and threats (SWOT). The analysis consisted of facilitated group meetings comprised of members from all segments of the college community including administration, faculty, staff, and students. The findings of that work provided a comprehensive picture of how the college sees itself, identifying both positives and negatives.

Triggers for change within the college community often include the recommendations of advisory committees, as well as both formal and informal assessments. However, the majority of the continuous improvement sections, while listing changes, fail to show a causal link between the change and the trigger for that change. The college does a good job of assessing and reviewing, and incorporating positive changes, but a poor job of documenting how those changes are part of a true continuous improvement model. The college needs to better demonstrate how they are “closing the improvement loop.”

Communication within the college community continues to be a problem, and was identified in the fall of 2006 as one of the most significant problems the college faces. This makes it difficult for members of the college community to access information pertinent to identifying and documenting problems within existing programs as well as in developing new programs. There should be a particular focus on using data and providing supporting documentation to make decisions, particularly as it relates to program development and program reviews to assure program improvement. While the college does distribute a weekly newsletter, additional attention should be focused on developing effective communication to supplement this document.

An institutional research person, indicated in the 2004 Strategic Plan, still has not been hired. This impedes the college from using much of the data collected. Such a position would provide a clearinghouse for all documents and information pertinent to the college and its role within the community at large.

Resources continue to be extremely scarce, which may be the result of the Maine Community College System and the Northern Maine Community College strategic plans not being chronologically matched. This often leaves the college uncertain about what resources will be available, and therefore unable to plan effectively. The college continuously plans for improvement, and implements those plans as resources become available. Some plans put in place many years ago have not been implemented, due to

the lack of resources. As a priority, resources should be allocated for training both faculty and staff on the principles of the continuous improvement model, and future program reviews should be reviewed for adherence to that model.

The college will continue to work with the system office and its legislative representation in an effort to improve its fiscal health. Establishing a rolling review of strategic plans at both the Maine Community College System and Northern Maine Community College could help stabilize economic planning. It would also be advantageous for the college to adopt a cost-benefit analysis model in determining how to allocate funds.

Additionally, the NMCC Foundation has embarked on a major gifts campaign, with a portion of those resources allocated to improvements in equipment and technology. The installation and implementation of a wireless computer network was the result of a corporate gift to that campaign. Laptops will be available for lease – and lease to purchase – to be used in various courses and programs, initially in the business technology department.



STANDARD 3:

ORGANIZATION AND GOVERNANCE

DESCRIPTION

In 2002, leaders of Maine's Technical College System proposed that the colleges, which had many of the features and attributes of community colleges, become true comprehensive community colleges. The proposal was presented across Maine and was endorsed by education, business, and policy leaders throughout the state. In spring 2003, Governor Baldacci proposed legislation officially establishing the Maine Community College System, which won strong bipartisan endorsement by the 121st Maine Legislature. The Governor's bill officially changing the MTCS to the Maine Community College System passed on March 27, 2003, and was signed into law on March 31, 2003.

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 work-force needs of the State's employers. The primary goals of post-secondary education and 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. Equally important is the new emphasis on transfer programs to four-year colleges.

The Board of Trustees

The board of trustees consists of 13 voting members, 1 ex officio voting member and 2 ex officio non-voting members. These seats include 12 members from the field of business and industry, the field of labor, the field of education, the general public and 1 member who is from the student body of a community college campus. The commissioner of education is a voting ex officio member and the commissioners of economic and community development and labor are non-voting ex officio members. From among the appointed members, the board elects a chair and vice chair to annual terms of office, and the chair appoints all committee members. The president of the MCCS serves as secretary of the board of trustees.

Board members are appointed by the governor to four-year terms of office, with the exception of the student member who is appointed to a two-year term. Throughout this

process, consideration is given to member field of expertise, statewide geographical representation and gender equity. The process is designed to assure that the public interest is represented in the membership of the board of trustees. The board is the legally constituted body responsible, through the exercise of the powers and performance of the duties set forth by the law, for the establishment, control, and administration of the statewide system of publicly supported community colleges. The board of trustees meets at least six times each year and at the call of the chairman or at the request of a majority of the members. The board is the policy-making authority of the system. There are no other boards with vested authority for governing the institution.

The System

The board appoints the president of the system who serves at its discretion. The system president implements the policies of the board, reports directly to the board through the board chairperson, and is responsible for the operation of the system. The president of the system meets regularly with the president's council, made up of all the college presidents, to develop policies and goals.

Policy originating with the board is forwarded to the presidents' council for review as appropriate. If the policy originates at the college level, the college president submits it to the system president for review and approval. Colleges may adopt specific policies, which are not in conflict with board policies or MCCS operational guidelines. The policies, including contracts negotiated with each bargaining unit, the MCCS Strategic Plan as approved/adopted by the MCCS board of trustees, and procedures approved/adopted by the presidents' council and approved by the system president are distributed to each college. These documents clearly delineate the authority, responsibility and relationships among the governing board, administration, staff and faculty. Under the direction of the system president, the system office provides leadership in developing policies, setting goals and objectives with respect to college operations.

The Academic Affairs Council, consisting of the vice presidents/academic deans from each college, provides leadership in reviewing, assessing and recommending policies and actions which ensure the academic integrity of the colleges.

The directors of finance from each college meet regularly as do the deans of students, the deans of continuing education and the public affairs representatives.

The organizational design and governance structure are supported and strengthened by the vision, mission and guiding principles described in the MCCS Strategic Plan. The plan serves as a guide for decision-making and focuses the energies of the system on shared priorities. In 2006, Governor Baldacci called for the appointment of an independent Community College Advisory Council of state leaders to examine future workforce and educational demands of Maine's economy and to the future prosperity of Maine's citizens.

The College

Each of the seven colleges in the system has a president who has been nominated by the M CCS president and appointed by the board of trustees. Timothy Crowley is the current president of Northern Maine Community College.

The college president implements the policies of the board of trustees and is responsible for the day-to-day operation of the college. Powers and duties identified for the college president include the following: administration of the college, ensuring educational quality, appointment of staff, staff oversight, preparation and administration of the budget, appointment of advisory committees and other duties as delegated by the board.

Organizational charts delineate the division of responsibility and authority between the system office and the college and clarify the relationships that exist within this structure. The president has the authority and autonomy to manage the college and to formulate and implement policies that are compatible with the board's intentions. The president consults regularly with the NMCC director of finance on issues relating to financial policy and the allocation of resources at the college. Through the management team and in direct consultation with department chairs, faculty, other administrators, staff and students, the president involves appropriate constituencies at all levels of the institution in policy-making decisions and in management of the college.

The NMCC Faculty and Staff Handbook contains the college and M CCS policies and procedures that regulate the operations of NMCC. All M CCS policies and procedures clearly delineate the division of responsibility and ensure equitable administration system-wide. All academic programs, including off-campus, continuing education, evening and weekend programs, are incorporated into the governance system of the college. The vice-president/academic dean is charged with administering system and college procedures in accordance with established policies.

Within the system of governance, the faculty is involved and/or represented at most levels. The collective bargaining agreement with faculty, once ratified by the parties, becomes M CCS policy and further delineates faculty and administrative responsibilities. Similar bargaining agreements exist for staff and professional/technical employees (administrators) with the exception of confidential employees (senior management and the administrative assistant to the president). The bargaining agreements guide all aspects of organization and management including the employee-appraisal process. Policy requires that all employees are appraised annually in accordance with the parameters established in the bargaining agreements.

Beyond these agreements, faculty, staff and administrators are encouraged to annually select one or more standing committees on which to serve. As special needs arise, ad hoc committees are formed and staffed via an invitation to specific individuals to serve on the ad hoc committee. These committees are very important and provide members of the college community an opportunity to formulate and recommend policies and/or procedures.

The following committees at NMCC all have broad, cross-departmental representation from the faculty as well as other employee groups. They include: equal opportunity; assessment; campus communications; curriculum; discipline; environmental health and safety; facilities, campus appearance and access; graduation; professional development; strategic planning; student satisfaction. All standing committees are vitally important in assuring the president that proposed policy revisions, additions or deletions have been thoroughly discussed prior to coming to the president for action/implementation. Other committees or councils include the management team, the general advisory council and the program advisory committees.

Also, the NMCC faculty senate was established to fill two primary needs: to improve communications among faculty members and between the faculty and administration and to serve as a vehicle through which the concerns of the faculty can be addressed. The ultimate objective is to better serve our internal customers (students and colleagues) as well as our external customers (employers). The faculty senate was revitalized in the fall of 2006 and meets twice monthly or as needed.

In addition, the NMCC Student Senate serves to advise college administration regarding policies and procedures concerning student welfare. Students are encouraged to become members of the various standing and ad hoc committees at NMCC. The student senate is asked to suggest representatives to committees.

As an example, Student Senate petitioned students for signatures requesting a change in the final exam schedule, along with faculty support for the same change. Administration approved it. In addition, faculty recommendations for calendar changes submitted to senior management via committee were accepted and approved for fall 2007.

Many actions, particularly program/course development and revisions, originate at the department level, as was the case with the AAS in Medical Assisting and the AAS in Precision Metals Manufacturing. Upon endorsement at the department and program advisory level, the curriculum committee considers the proposal and recommends action to the vice president. This process assures participation of faculty in the formulation and implementation of educational programs and encourages active involvement in decision making.

At the local level, community involvement is fostered through membership on the NMCC general advisory council and various program advisory committees. The general advisory council provides overall guidance and support to the college and effectively brings the community perspective to the college environment. Membership on the council represents a diverse cross section of business, industry, education and the public interest. The role and responsibilities of the general advisory council and a current membership list are available in the workroom.

To further solidify the community and employee connection with NMCC, each program at the college has a program-specific advisory committee with representation from the occupational areas covered by the program. The program advisory committees provide

current course and program-specific guidance to faculty and establish a vital link between the college and the professional community. Input from the program advisory committees is frequently the impetus for curriculum change and is required prior to review by the curriculum committee, approval and implementation at the program level.

While several avenues exist to encourage and ensure broad external input into college operations, there are additional mechanisms in place to elicit on-going review and evaluation from within the college community. The Personal Assessment of College Environment (PACE) instrument is administered to assess the perceptions of staff and faculty system wide. The purpose of the survey is to obtain the perceptions of personnel concerning the college climate and to provide more open and constructive communication among faculty, staff, and administrators.

APPRAISAL

The Board of Trustees and the System

The current organizational and governance structure support the stated mission and purposes and allow the day-to-day operation of the system and the college to proceed well. The board of trustees continually seeks ways to enhance the effectiveness of the services and programming provided. Degree enrollment has increased significantly. True to its new broader mission, the MCCS and University of Maine System created a far-reaching transfer agreement: “Advantage U”. This agreement guarantees admission to a UMS institution to any Maine community college associate in arts graduate. The MCCS also launched a hallmark “Early College for ME” program to provide a bridge into college for high school students who do not have plans for college yet who have academic potential.

In addition, the Governor’s Community College Advisory Council researched employer needs for community college graduates, student demand for the college programs, and the system’s ability to respond. The Council issued its report stating that employers who responded to a Maine State Chamber of Commerce survey in 2006 were having a difficult time finding skilled workers, demand is only going to grow as adults are coming to the community colleges in order to upgrade their skills or retrain for new careers and for many of the community colleges’ programs, demand exceeds capacity. In summary, the findings were clear and simple: The influx of Mainers seeking admission to the community colleges will continue to grow. The need for the colleges’ graduates to support Maine’s economy will continue to grow.

The system’s strategic plan directs the system in achieving its mission and establishes an environment that is conducive to effective and collaborative planning and evaluation at all levels.

The Board of Trustees has demonstrated strong support for the MCCS and for the leadership that the MCCS president displays. The rapport with the state legislature, evident at the system level, is a major factor in the support that the MCCS receives from the legislature as well as from the citizens of Maine. Resource requests funded include:

approximately \$1.5 million from Maine Quality Centers (over the past decade) to coordinate business and industry training in the region. The Maine Quality Centers also funded \$100,000 to help support bringing the Radiography program offered in conjunction with EMCC in FY03 to Aroostook County students.

The board of trustees and the Maine legislature have also been supportive of MCCS and NMCC by increasing appropriations by \$45,000 in FY07 to offer the Associate Degree Nursing program in Houlton to help address the nursing shortage in that area of Aroostook County. The Legislature has also funded the costs associated with collective bargaining throughout the system.

The organizational structure for the system is a model that enables the system administration to function as outlined in the founding legislation. The authority, responsibilities and relationships among the various levels of governance and administration are clearly described in official documents. There are several mechanisms available to encourage and support participation of all appropriate constituencies in the governance of the system.

The system president visits the colleges periodically, the board of trustees rotates its meetings among the colleges and a periodic newsletter from the system office is distributed to faculty and staff at all colleges. Representatives from the colleges are encouraged to and do participate in system level committees.

The College

For NMCC, the organizational structure is along traditional lines. The well-defined mission, policies and procedures and benchmarks at the system level are reflected in and/or translated to similarly well-defined goals and objectives at the college. Policies and procedures at the college level are formalized and are available on the college website. Periodic review and update occur with on-going input from the college community.

The traditional organization of the college is clearly defined. The current organizational chart was revised in fall 2007. The traditional support functions are in place and efforts are ongoing to maintain integrated services. Senior management roles need to be more clearly defined and job descriptions updated.

The off-campus activities, continuing education, evening and weekend programs, and non-credit activities are all fully integrated into the college organization; however, there is a perceived lack of academic consistency and control of off-campus programs reporting mechanisms and procedural guidelines.

Operational activities within the college in the past have been rooted in the collective bargaining approach to management. Labor management relations are often adversarial; however, issues are being addressed through the faculty management committee.

The committee structure provides an opportunity for faculty, staff and students to initiate and/or influence policy and procedure development; however, top-down decision making results in limited shared governance. The committee structure is formalized. Representation from most constituencies is acceptable, though participation is decreasing. In attempting to ensure reasonable cross-departmental representation, and in light of the voluntary nature of committee service, committee membership tends to be the same year after year. Although committee history/experience is important, membership rotation needs to be encouraged. In addition to staff/faculty membership, adequate student representation on committees and in student organizations is always a challenge.

The birth of the NMCC faculty senate took place in 2003 as a result of faculty's assessed need to have a forum in which they could discuss topics and be change agents for academic matters and issues pursuant to student education. Initially the organization of the faculty senate was slow to start, but, more recently has been more actively involved in academic matters. One such example is the current attendance policy which was brought forth to administration after discussion at the faculty level. Current policy places the responsibility for class attendance with faculty; any course attendance policy is now clearly stated in course syllabi and attendance requirements are at the discretion of the faculty.

In the past year, the faculty has revived the faculty senate to serve as a voice for the faculty on academic issues. The objectives of the faculty senate are to provide a forum for discussion of issues of academic affairs, academic environment, and institutional development and to make recommendations regarding these matters to administration.

Staff and faculty consider communication among and within departments and work areas on campus to be a weakness. Though there are formal committees reporting mechanisms in place, there is a lack of consistency in compliance with existing committee reporting expectations. End-of-year committee recommendations are not always reported to the president. The committee chairs should be encouraged to provide the president with periodic updates of committee activities and to file a formal, written report of committee recommendations and/or accomplishments at the end of the year. Accordingly, all administrators/supervisors should be equally attentive to the need to provide timely and complete formal feedback to committee members outlining what actions are taken as a result of their recommendations and the rationale for those actions. The SWOT analysis confirms communication deficiencies.

The change process at the college is without formal structure and is, therefore, unpredictable. Some changes happen without warning, others occur slowly and others not at all. One element which contributes to this inconsistency is a lack of communication by leaders during planning and implementation. Suggestions from committees may be discussed by management; however, outcomes/responses are not often reported back to those involved. Students report that they are often unmotivated to participate in planning and governance because they perceive the potential to effect significant change during their relatively short time on campus to be limited. Employees are similarly unmotivated.

Results of the most recent PACE survey (March 2006) revealed one area of excellence at NMCC is that a large majority of employees are satisfied that their job is relevant to the college's mission. However, an area identified as needing improvement was the employee perception that the college is not appropriately organized. Another such perception was employees felt unable to appropriately influence the future direction of the institution. The PACE study concluded that seven out of ten areas of excellence represented the student focus climate factor. Conversely, all ten of the areas seen as needing improvement represented institutional organization climate factors.

Another survey utilized is the Community College Survey of Student Engagement (CCSSE). This survey provides a tool for assessing quality in community college education. CCSSE results help colleges focus on good educational practice – defined as “practice that promotes high levels of student learning and retention” – and identify areas in which community colleges can improve their programs and services for students. All of this work is grounded in research about what works in strengthening student learning and persistence. Each year, CCSSE releases the results of its survey, which is administered directly to community college students at CCSSE member colleges during randomly selected classes. The survey asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE is committed to presenting data without flinching. Accurate information, whether positive or negative, can help improve educational practice and performance.

Institutional Effectiveness

Overall, the organizational structure and governance of the college allows us to meet our mission and objectives both short and long term. As recommended, in the appraisal section that follows, steps to remedy areas of perceived weaknesses would strengthen the delivery of our services. Our intent is to vigorously undertake the recommendations in our ongoing process of continuous improvement.

PROJECTION

The current approach to the organizational and governance process is expected to continue in the foreseeable future at the system and college levels. As NMCC looks forward to continued growth and change, this approach will be vital to successful development and implementation of new programs and activities.

The Advantage U and Early College for ME programs will continue to open doors for high school graduates who may not have considered higher education. The continuance of these programs should create enrollment increases. A proposal to require all high school graduates to apply to at least one college is currently being discussed formally by the Maine State Legislature. However, enrollment capacity is limited in some programs (e.g. nursing, all trade technology programs).

The Maine Quality Centers Program is expecting flat funding for FY2008. This should enable the program to at least maintain present services to help support local business and industry initiatives and to assist in implementing new academic programs.

It is crucial that the low level of student participation in the college's governance be addressed. The student senate will be requested to identify standing committee student members early in the semester, so that a student representative will be included in all initial committee rosters. An "awareness campaign" among students may get them more involved. Involvement should also be addressed during student orientation.

The college committee structure provides for representation and/or input for all constituencies. It is envisioned that this structure will remain unless its effectiveness diminishes significantly. According to analysis, employees are unmotivated to participate on NMCC standing committees. Some standing committees seldom meet; therefore, it will be important to review the standing committee structure and make necessary changes. Since standing committee service is voluntary, employees are urged to consider how they can best contribute to the function and effectiveness of the committee.

In addition, the management team minutes, the standing committee minutes, and year-end summaries are now available through the college's website. All employees have easy access to them and should be encouraged to review them. Not only are committee minutes on the college's website, but the faculty and staff handbook has a new look on the website as it continues to be revised.

Communication problems are expected to continue, but need to be addressed proactively. Adjustments in reporting mechanisms and response processes will be made to enhance the formal communication and to reassure committee members that their collective voice is heard. The campus communications committee, the group charged with addressing these issues, is very active, and will continue to study and make recommendations to senior management. Since communication was a major issue in the SWOT analysis, both the campus communications committee and senior management must be proactive to addressing same.

The faculty senate has developed an active role in the college's governance and is expected to grow annually (e.g. work on the new attendance policy this year was successful). The faculty senate will review and undertake advising (on attendance policy) as the first issue in fall 2007. In addition, the college plans to continue the process of community involvement and feedback through the general advisory council and the various occupational program advisory committees.

The collective bargaining approach is expected to be ongoing. Open and honest communication is necessary for a successful outcome.

The overall organization of the college needs to be reviewed with an eye toward streamlining operations, eliminating positions no longer viable and adding those positions that are now needed to effectively achieve planned growth. Included should be a review of the vice president/academic dean's role, seen by many faculty to be a conflict of interest between the two assignments – vice president and academic dean. Management

should also assess the need for a human resources/labor relations manager and an institutional researcher. Although there is limited funding available, these positions are crucial to the well-being and advancement of the college. Further, it is recommended that the roles of senior management (“management team”) be reviewed to eliminate ambiguity. Updated job descriptions are needed for many positions delineated in the organization chart.

The CCSSE tool, which yielded some valuable data from our students on 2006, will be continued into 2007-2008. The administrator of the survey may want to consider some modifications to the process. The instrument may take as much as forty-five minutes to complete, using up precious class time.

Student feedback indicates that members of the college’s senior management need “to get out more.” Many students have commented that it would be nice for the president and/or vice president to visit classrooms and labs more often.

Efforts will continue for the unforeseeable future at both the system and college level to increase employee understanding of the function and operation of the system as measured by the PACE survey. It is envisioned that additional assessment activities will occur at the system level in such areas as the outcomes of the liberal studies program as it matures, “soft skills” for the 21st century and strategic plan accomplishments. Further it is anticipated that the outcomes of such assessments will be used to guide enhancement and adjustments and help shape future strategic plan goals and/or objectives.



STANDARD 4:

THE ACADEMIC PROGRAM

DESCRIPTION

The Maine Community College System (MCCS) establishes the definition of awards for each of the seven colleges. Within that definition, the purpose of the degree, the total number of program credit hours, and the number of credit hours in general education, trade-specific/related courses, and elective courses are clearly identified. Within that framework, colleges within the System enjoy the autonomy to design new courses and programs or to modify existing, to meet the needs of the community and the employers of its graduates. All new programs of study must meet the approval of the MCCS Board of Trustees prior to awarding of a credential.

The institution's programs reflect the educational needs and current labor market needs for the local region and the State of Maine. Resources such as employer requests, advisory committee recommendations, technological advances, state employment projections, business surveys, etc. are used to support and/or determine program and course offerings. Other external entities which propose, review, and critique curriculum are the college general advisory council, the program advisory committees and accrediting/certifying bodies. Specific MCCS and NMCC policies guide the program planning and evaluation process. The process involves students, faculty, department chairs, program advisory committees, department action plans, accreditation requirements, administration, and the board of trustees. NMCC and the MCCS utilize a five-year strategic planning process to guide this process.

Administratively, academic programs at NMCC are housed within four academic departments: Arts and Sciences, Business Technologies, Nursing and Allied Health, and Trade and Technical Occupations. The college grants certificates, associate degrees, and, until very recently, diplomas.

The college awards three associates degrees. First, the associate in applied science (i.e., AAS) degree is designed to be primarily a terminal degree. The AAS degree programs place heavier emphasis on the job-specific skills and carefully selected relevant related coursework. This award is typical for graduates of the Trade and Technical Occupations and the Business Technologies departments. Second, the college also awards an

associate in science (i.e., AS) degree to graduates of the Nursing program. This degree, with its increased general education requirements (particularly in the sciences) serves as both a terminal degree and as a pathway for advancement to baccalaureate study. Third, the college offers an associate in arts (i.e., AA) degree in Liberal Studies and is intended to be fully transferable to a four-year degree at other accredited institutions. Indeed, at present the college enjoys smooth and near seamless articulation with several baccalaureate-granting institutions across the state, including Husson College, the University of Maine System. Both the college and the Maine Community College System work to develop new agreements, and to continue to improve existing ones.

At the time of this writing, the college offers another two-year exit option in the diploma. Utilized solely in the Trade and Technical Occupations department, the diploma is a terminal degree option designed singularly to prepare students to enter the workforce in their chosen fields, but with minimal emphasis on skills in communication, science, and mathematics, and none at all on the social sciences and humanities.

In the fall of 2006, a taskforce was created comprising faculty and counseling/admissions staff to explore the discontinuation of the diploma option at NMCC in response, largely, to regional employers' concerns with the basic skills in communications and mathematics of diploma graduates. With recommendations from employers, program advisory committee members, and the NMCC General Advisory Committee, the taskforce concluded that (a) diploma programs provide insufficient breadth of study as well as inadequate preparation in communication skills; (b) diploma programs fail to meet both the college's own definition of the "educated person" and the requirements of its own general education core; (c) the continuation of the diploma program fosters an undesirable academic "underclass;" and (d) the diploma option, once an invaluable and appropriate offering during the college's vocational and technical days, has outlived its usefulness given the college's new mission and charge as a comprehensive community college. Consequently, based on the recommendation of the taskforce, the college's academic governance (i.e., the academic departments, the Curriculum Committee, and the Vice President/Academic Dean) has recommended the discontinuance of all NMCC diploma programs. Students entering in the fall, 2007 semester were not allowed to matriculate in this degree option, and the specialized coursework supporting the diploma programs will no longer be offered after the 2007-2008 academic year, remaining solely to accommodate students presently matriculating in those diploma programs.

Aside from the associates degrees, the college offers several certificate programs. The certificate award recognizes a specific set of skills toward a career path, typically entry level in nature. Of the 18 associate-level programs offered at the college, 11 offer derivative certificate options, one program offers two certificate options (i.e., Emergency Medical Services offers certificates in EMT-Intermediate and Paramedicine), and two certificate programs exist independent of associates programs. At present, the certificate is an entry level award, not intended for transfer.

Finally, to supplement its academic programming and to meet the immediate and long-term needs of regional business and industry, as well as to enhance lifelong learning in its

population, the college offers specialized training and course offerings through its Continuing Education Division. Both credit and non-credit courses and learning experiences are offered through this division.

Each academic program is directed by highly engaged and active program advisory committees. Business and industry employers of program graduates are represented on these committees, as are regional economic developers, regional and municipal government officials, and secondary educators. Advisory committee members are appointed by the college President for fixed terms of service, and meet at least annually, although certain individual program accreditation standards require more frequent meetings.

As a gauge of program health, propriety, effectiveness, and suitability, each program of study is required by the MCCS to complete a thorough program review every five years. The program advisory committees play active roles in this process. Feedback from graduate and employer surveys are solicited and compiled as a part of the review process. Current economic trends, current employment statistics, future employment forecasts, program enrollment, and similarity of courses offerings at comparable institutions are factors considered in determining program viability. The review process focuses on effectiveness, sustainability of resources and student enrollment, and projected program growth.

The academic programs and academic policies are maintained by the Curriculum Committee, primarily comprising faculty and departmental leadership from each of the four academic departments, but including representation from Student Services, the student body, and the office of the Vice President/Academic Dean as well.

The need for course revision, new courses, and new programs, results from a variety of outcomes assessments, but tend to generate either from the recommendations of the program advisory committees, or in response to changes in industry and/or external accreditation standards. Prior to submission to the Curriculum Committee, proposals for new courses and/or programs, and revisions to existing courses/programs, are first endorsed by the program advisory committees. Proposals are reviewed and approved by the faculty members of the respective departments, then reviewed by the collective department chairs. The Curriculum Committee screens proposals to ensure consistency and quality within the college offerings. Criteria for review includes adherence to college and System academic policies, sustainability, and potential duplication. Substantive changes to any course, including credit hours, course name, or its status as required or elective, must be approved by the Curriculum Committee prior to implementation. Students currently matriculated in a program of study are not affected by changes in the curriculum. In the event that a particular course is no longer available, the Vice President/Academic Dean can determine a suitable substitution with the advice of faculty.

Specific needs from the region dictate much of the development of academic programs of study, although strategic objectives flowing from the college's strategic plan determine much of this development. Academic goals from the strategic plan are presented

annually to the faculty by the Vice President/Academic Dean, and reviewed annually by the General Advisory Committee and program advisory committees.

The MCCA outlines specific measures for discontinuing academic programs. Where the need for program discontinuance is indicated, all affected students are guaranteed the opportunity to complete the program within a reasonable time frame. Similarly, in the event of major program changes, students are guaranteed the opportunity to complete the program they entered as designed, assuming continuous student enrollment, although they exercise their discretion to continue the program as revised.

In keeping with its mission, NMCC offers programs and courses off-campus and at nontraditional times. Evening, summer, intersession, and off-campus course offerings are administered by the Assistant Dean of Instruction, with the assistance of the Department Chairs, and under the direction of the Vice President/Academic Dean. Whenever possible, the college makes an effort to accommodate students with families, geographic concerns and/or work schedules. NMCC maintains off-campus sites in three locations in its service area which offer courses as determined by local need and demand. Utilizing the local school systems' facilities and adult education administration, courses are offered at the same cost as those on campus.

The off-campus centers provide courses with instructional objectives identical to those provided on-campus. The centers use the same course syllabi, textbooks, and meet the same course objectives. Off-campus faculty meet biannually with the Vice President/Academic Dean, Registrar, and Student Support coordinators to provide continuity in both off-campus and adjunct instruction. Counseling, academic advising, and remedial/tutoring services are available at each off-campus location. Equipment is comparable to that available on campus, and learning resources are always available through the NMCC web site.

Each off-campus center is managed by an off-campus center director, typically the local school district's director of adult and community education, who work with college officials to plan schedules of offerings and to identify instructors. Instructors are contracted and paid directly through the college. NMCC and the local school districts operate under the *Memorandum of Understanding between Northern Maine Community College and the Off-Campus Adult Education Center*, which is reviewed annually and updated as necessary, most recently in the spring semester, 2007.

Undergraduate Degree Programs

The college's programs are developed to provide classroom and laboratory experiences which provide students with the opportunity to acquire the educational, occupational, and technical knowledge required by Maine citizens for success in business, industry, and/or government service. Embedded within the general education component of each occupational program curriculum are courses which enhance student knowledge as an educated person and further facilitate the development of "foundation skills" which support achievement in the student's major area. The NMCC mission statement includes objectives to offer technically current and continually-improving curriculum; to prepare

students to be responsible and active citizens; to broaden students' educational foundation; and to enable them to pursue lifelong learning.

Students are placed in programs according to ability, desire, and aptitude, and are provided a range of remedial, tutorial, advising, special needs, and counseling support services as needed. Program information is communicated to students and the general public through the college catalog, the Student Handbook, and various other publications. Each student's academic folder contains a copy of the student's curriculum record analysis, which aids the Registrar, advisor and student in registration and in determining program progress and completion.

Each program contains a major and a general education requirement. For most programs the general education requirement comprises one-third of the total program credit requirement. The introductory major courses are survey, principle, and theory in nature, with some practical application. The intermediate level major courses provide opportunities to learn more advanced concepts and to apply knowledge and skills. General education courses are intended to complement the major courses and to provide a rounded educational experience. Appropriate pre- and co- requisites are prescribed to enhance the student's learning experience. Instructors routinely require students to utilize the college library and other information resources through assignments and formal major projects.

General education courses, including the math, communications, social science, history and science components, are delivered by qualified instructors in a typical small-school setting. Large lecture hall settings are rare. Students are constantly challenged to add their unique creative abilities to the environment through research projects and oral presentations. The major-related courses, usually technical in nature, are again, offered in small group settings. Class sizes are limited by design and by admission policies. Hands-on work is emphasized, and students are afforded opportunities to work on projects that become increasingly complex and challenging as the depth and breadth of their skills increase. In all programs, students take major-related courses from a variety of instructors whose respective backgrounds vary widely.

All programs are expected by the MCCS to provide, in addition to the major courses, skills which will prepare the student for success in the workplace, at home, and in the community. According to the *Skills for the 21st Century* report (June, 1994), all NMCC graduates will be able to: read critically, communicate effectively, compute, think critically and creatively, solve problems, make decisions, and appreciate the need for self-improvement. In addition, graduates will have developed a sense of history, ethics, and sociability, and appreciate diversity of background and lifestyle. These skills and responsibilities are becoming increasingly embedded in every course, as well as studied in-depth in specific courses.

Instructional effectiveness is determined using three methods. An informal student opinion of instruction is conducted for each course, part of which solicits information on quality of instruction and requests student suggestions for course improvements. Department chairs evaluate each instructor annually in accordance with the collective

bargaining agreement. The concluding step of this process is a one-on-one interview at the end of the academic year with the vice president to discuss the evaluation, what worked and what didn't, and what resources and development the instructor will need to succeed in the coming year. In addition, graduate and employer feedback enhances faculty members' awareness of their effectiveness. Surveys of these groups are taken annually through the college's student service office. Often this information provides the most candid viewpoint available on instructional quality.

Northern Maine Community College strives to provide the most innovative, up-to-date, and student-centered instruction possible. Faculty are encouraged and supported to stay current in their discipline and to update their teaching skills in response to changes in technology. As evidenced by the professional and scholarly activities listed in each faculty member's vitae, faculty are clearly engaged in a wide range of academic pursuits, such as attending workshops and conferences and pursuing advanced degrees.

Instructors are encouraged to pursue scholarship and research as part of their individual instructional duties. The college and the MCCS, through negotiated contracts, both support research. The faculty contract allows for attending conferences, workshops, and seminars. In addition, the college supports faculty scholarship by supporting professional development with available funding to meet its annual criteria. Requests for funding assistance are made to the campus professional development committee composed of employee representatives representing all areas of the college. The committee works with faculty to implement their requests and to assist faculty in achieving their professional development goals. All committee approvals are submitted to the vice president/academic dean for final approval and implementation.

Each instructor creates an annual professional development plan. Through participation in short and long range activities such as workshops, seminars, conferences, faculty exchanges in business and industry environments, matriculation in academic programs of study, and focused topics on annual administrative days, faculty are involved in continuous and consistent patterns of activities which promote and enhance instructional effectiveness. The primary focus of these activities is on the improvement and innovation of course content and instructional techniques. Notable faculty accomplishments are acknowledged annually through recognition awards, dedicated scholarships, and local media publicity.

Research conducted by faculty, as it applies to the creation and revision of knowledge, falls under the guidance of a research policy, available in the Faculty & Staff Handbook. This policy was developed by faculty and administrators to ensure that appropriate and ethical practices are used by those conducting research on campus. Requests to conduct research are reviewed by an ad hoc committee, which recommends approval, denial, or modification to these requests.

Students who wish to pursue topics which exist outside of the traditional course offerings may develop independent learning experiences through independent study. This is done under the direction of a full-time faculty member. Several programs of study provide

opportunities for capstone experiences enabling students and faculty to work together to utilize the knowledge gained in a single project or experiment.

Students are also encouraged to pursue scholarships at NMCC through participation in honor societies (i.e., Phi Theta Kappa, Alpha Beta Gamma) and through participation in national technical organizations. NMCC further encourages students to pursue scholarships by earning Dean's List status and eligibility for Student of the Year recognition. All societies work with faculty to expand community awareness of the college through services, scholarly discussions, and recognition of academic achievement. All members of the NMCC community are accorded academic freedom to pursue scholarship and research through NMCC's Philosophy of Ethical Practices. These practices include the opportunity to "maximize individual potential and pursue excellence in all activities" and the right to "retain professional and/or technical currency in their disciplines."

NMCC is dedicated to providing high quality instruction based on curriculum design that recognizes the integration of technical, related, and general education and a social and developmental experience for its students. Individual program descriptions, goals, and curriculum are outlined in the college catalog and on the Talon (College Portal). Objectives for each degree program focus on developing occupational skills and are further enhanced by the inclusion of related core abilities adopted by the MCCS in their report *Skills for the 21st Century*. Each program is assigned a separate budget and is funded sufficiently to meet operational and capital costs.

General Education

According to *The Aim of an NMCC Education*, "A goal of NMCC is to create a learning community that enables students to develop the knowledge, skills, and values necessary to live thoughtful, creative, and productive lives." The philosophical perspective encompasses the self, the community, and the world. The general education component is composed of courses in which this philosophy is imbued. Assessment of student attainment of the desired goals and objectives evidences skills learned through general education courses.

NMCC has established and maintains a general education core for its associate degree programs. The required core provides a balance of communications, humanities, social sciences, math /science, and elective studies that provide students with skills in accordance with the *NMCC definition of an Educated Person*. Since establishing the core, 19 new general education course offerings have been added. In the 2006-2007 academic year, the curriculum committee reviewed and revised the general education core. The core consists of three groups as follows: 12-15 credits of English, Communications, Humanities, Social Science, 6-8 credits of Mathematics/Science, and 1 credit in Occupational Wellness, for a total 21-22 credits. Within each group, the required credits for each sub-category are specified. The core meets the general education requirements of the MCCS curriculum guidelines, and it represents one-third or more of the credit hour requirements for the associate degrees, depending on the type of degree.

Major or Concentration

The major courses are designed to provide students with the specific skills and knowledge required in their career fields commensurate with the credential earned. NMCC's programs, except for the associate in arts in liberal studies, follow this pattern. Each of the occupational program's major courses has an itemized skill "checklist" which all students are required to complete with some degree of proficiency. First year or first semester major courses are introductory in nature, with the second year courses providing advanced training using the foundation skills developed during the first year. These checklists are revised annually in conjunction with the program advisory committees and other external resources such as industry exchanges and professional development activities.

NMCC's occupational programs develop major courses of study that are guided primarily by industry and advisory committee input. These major courses reflect the skills required by employers in the occupational area. Major courses are continually updated to reflect the technological advances in the respective industries. New equipment and new methods are integrated into the courses, sometimes replacing the existing technology. These course improvements are more prevalent in the second year courses, since the first year courses are focused on development of foundational skills. Content of the major courses of study are also guided by regulatory agencies, such as licensing boards, in those programs that lead to a professional license opportunity. Graduates of occupational programs at NMCC pursue licensure such as electricians, plumbers, heating technicians, nurses, and CPAs. Programs that have individual program accreditation, such as NLNAC for nursing and NATEF for the transportation trades, must document that course content and contact hours also meet those respective criteria.

Integrity in the Award of Academic Credit

Academic processes are governed by MCCS and NMCC policies and procedures which are available to the faculty, students, and public electronically through the college's library web page link. Information regarding program descriptions and other pertinent information for prospective students is available electronically on the campus web page www.nmcc.edu. The NMCC course catalog provides a thorough disclosure of course and program outcomes, requirements for graduation, and other pertinent academic information. The catalog and student handbook offers essential information necessary for students to make decisions regarding course of study at NMCC. The NMCC *portal* is an electronic access available to students, faculty, staff, and administration. Student information includes a CRA, which indicates a transcript of courses completed, in progress, and outstanding towards degree completion. The Student Handbook includes information regarding academic policies and procedures as well as other student-related information. This provides yet another means of communication with students.

Course objectives are included in course syllabi and thoroughly covered with the students during the first class session. Syllabi also contain the attendance policy, grading policy, and the ADA statement. Syllabi are distributed to students and record copies are kept in the Academic Dean's office. In cases where multiple sections of a course are offered, a

common syllabus is used to provide the foundation for each section. Each instructor adds his/her perspective for the course.

Courses offered through off-campus centers, as well as new pilot courses offered for dual credit with secondary partners, adhere to the same policies as other courses. Oversight for the off-campus centers lies with the Academic Dean. Oversight for dual credit lies with the Dean in collaboration with department chairs, the secondary directors, and the campus Tech Prep coordinator.

In August, 2003, NMCC entered into a partnership with its sister institution, Washington County Community College (WCCC), to offer its program in Nursing on their campus in Calais, Maine, utilizing distance technology to deliver the didactic instruction emanating from the NMCC campus. The PolyCom system, which provides synchronous video conferencing technology, allows live lecture and classroom experiences for those nursing students at the remote site. The clinical experiences are offered at the remote site by NMCC faculty at that location. In essence, the lectures and the clinical experiences are identical to those experienced by the students on-campus. In May, 2005, those students graduated from the program, with 100% successfully passing the NCLEX exam for licensure. A new cohort of nursing students began in August, 2005 and completed in May, 2007. In August, 2006 another cohort of students began their first-year instruction at the Houlton Higher Education Center in Houlton, Maine, utilizing the same model and the same technology. Two WCCC cohorts began in August, 2007 and will complete their program of study May, 2009.

NMCC has a well defined and ethically grounded admission policy and offers admission to its degree, diploma, and certificate offerings to individuals who have completed a four-year high school program or its equivalency. Other admission criteria are required based on the program selected. Students may be admitted at any time of year. NMCC's admissions and recruiting efforts adhere to the National Association of College Admissions Counselors: Statement of Good Practices, Title IX, Section 504. NMCC sets retention goals, but has no retention policy. As retention of students is a significant concern for the college, a comprehensive system of support services is provided to help keep students enrolled. The coordinator of counseling works closely with the dean of students, the department chairs, and individual faculty to ensure that all students receive individual attention. Students in academic jeopardy are referred to the learning center for counseling and tutoring.

The admission policy is clearly stated in the college catalog and related recruiting materials. The policy encourages students to enroll in programs considered non-traditional to their gender and attempts to meet a 20/80 ratio toward that goal. This, it is believed, will ensure a broadly representative and diverse student body. Tangible evidence of this includes support of the local Women, Work, & Community organization and a highly-visible photo gallery dedicated to past students in non-traditional roles.

Transfer credit is accepted from accredited institutions as suitable for a student's chosen program. Courses with "C" grades or higher are transferred toward credit for courses

similar to those offered at NMCC. Certain restrictions and conditions apply to specific areas such as English and trade/technical courses, but generally a student may transfer up to a total of 45 credit hours. There is a 25% residency requirement for graduation. This policy is also described in the Student Handbook.

Credit for work experience is also available to those who qualify. Credit for work experience is evaluated on an individual basis, with consideration given to the value of the experience toward the desired course credit. Work experience credit is awarded by portfolio assessment by the department chair, an appropriate instructor, and the vice president. Students must include a detailed resume including the skills learned on the job and a letter of recommendation by the employer. Matriculated students may also be eligible for advanced standing credit by means of CLEP or DANTES examination, ACE/PONSI, a qualifying exam, or work experience. The vice president/academic dean is responsible for final approval of credit awarded.

NMCC also holds transfer agreements with several Maine colleges and universities. Annually, according to graduate surveys conducted within six months of graduation, 15-18 percent of graduates opt to continue their studies beyond the associate degree, both full- and part-time. Students are made aware of transfer options through the advising and academic counseling processes.

NMCC provides many opportunities for students to succeed in their studies and enhance their social development. Through student surveys, NMCC has found that the reason(s) a student may leave school before program completion include academic, financial, employment, relocation, transfer, change in objective, or health. The college has in place a number of relief systems to deal with these including personal counseling, a health center, student support organizations, and job placement.

Assessment of Student Learning

NMCC embraces external industry standards through accrediting/certification agencies as it develops and assesses its academic programs. Indeed, of the 16 associates-level career/technical programs offered at the College, eight are accredited or certified by external agencies (i.e. NATEF, ACBSP, NLNAC, NIMS) and utilize these standards for curricular development. Two programs (i.e., Emergency Medical Services and Medical Assisting) are currently preparing accreditation applications through CAAHEP.

Even where no accrediting agencies are available, external professional standards still exist, as with the Early Childhood Education program. While accreditation for professional preparation at the associates level is not available at this time, course objectives are designed to comply with the *Guidelines for Preparation of Early Childhood Professionals* developed by the National Association for the Education of Young Children (NAEYC), Division for Early Childhood of the Council for Exceptional Children (DEC/CEC), and the National Board for Professional Teaching Standards (NBPTS; 1996).

The assessment of student learning for students in four programs (i.e., Electrical Construction and Maintenance, Emergency Medical Services, Nursing, Plumbing and Heating) is determined, primarily, by state licensing examinations. Still other programs (e.g., Accounting and Business Administration) rely on capstone experiences of courses. One program, Computer Electronics, builds specific industry certification exams (e.g., Microsoft, CompTIA, A+) into seven of its courses as final examinations.

The Nursing program exemplifies the assessment effectiveness “loop” as well as any program on campus. As per the requirements of the NLNAC, the NMCC nursing program has both a Systematic Plan for Nursing Program Evaluation and Assessment of Outcomes and an annual Program Evaluation with specific criteria for data review of identified outcomes. The department chair annually reviews the systematic plan and delegates follow-up to the appropriate nursing standing sub-committees (program evaluation, curriculum, or test review committees).

Examples of data measured and analyzed include, but are not limited to, NCLEX-RN results, student information for validated and nationally-normed achievement tests, student opinion surveys, end-of-program student surveys, employer surveys after graduation, advisory committee input, clinical evaluation tools, and other pertinent data for meeting program outcomes and competencies. Each year, in the fall, a sub-committee within the nursing faculty reviews all available data from the previous academic year in an aggregate fashion. After careful discussion and review, the data is analyzed and recommendations are made to present to the full nursing faculty at the next full faculty meeting.

Once the recommendations are accepted, the curriculum is reviewed by faculty. Generally nursing faculty meet immediately after graduation in the spring to review the previous academic year’s work. At that time faculty revise curriculum hours and assignment of content if necessary to reflect the current practice and nursing environment as well as the need for allotment of time in specific content areas. The recommendations of the program evaluation sub-committee, coupled with the curriculum review in the spring, assist faculty in making valuable and necessary decisions regarding students and nursing education.

Since its inception in the Fall, 2003, the NMCC Assessment Committee assumed as its mission the improvement of student learning through continuous, comprehensive, innovative, activities and goals to the campus community.

From this admittedly ambitious mission, the focus of the Assessment Committee has been primarily on the assessment of general education outcomes. Following the attendance of several faculty and committee members at a NEASC sponsored assessment conference at Southern Maine Community College addressing embedded general education skills and concepts, and at a New England Educational Assessment Network conference at Worcester, Massachusetts entitled “Closing the Loop: Using Findings for Improvement,” it was agreed to direct the efforts of the committee and the faculty on the assessment of writing skills.

In response to a pilot administration of Collegiate Assessment of Academic Proficiency (CAAP) test, it was determined that all composition courses would utilize this test as a final exam for the Fall, 2007. In the meantime, writing faculty have prepared a common rubric for grading writing assignments across the curriculum in an effort to provide more uniform grading as well as uniform performance expectations for written work submitted by students in all classes. Writing objectives and curriculum have been revisited and revised in response to this data and these efforts.

Findings from the CCSSE survey have been presented to faculty with the express goal of generating greater understanding of student engagement with their studies, and with illuminating the gaps that often unfortunately exist between student and faculty academic perceptions.

The MCCS requires the systemic review of each academic program every five years. This review process provides program faculty and administration with invaluable, substantive feedback from program graduates, students, advisory committee members, and employers.

APPRAISAL

With respect to academic programs, there is every reason for both satisfaction and enthusiasm as the college evolves into the premier comprehensive community college in the state. The faculty and administration have embraced the task of refining both its institutional mission and culture, and proceeded with determination and vision.

As described above, the Associates of Arts degree has been thoroughly reviewed and revised. The curriculum has expanded to include several new courses; new faculty have been added; and library holdings in Liberal Studies have increased. The general education core has been expanded and refined to reflect and to address the very different needs of students preparing for transfer to a baccalaureate-granting institution and those preparing for more immediate employment. Academic policies and procedures have been reviewed (2006), with plans in the works for more comprehensive review and updating.

And there is reason for satisfaction not only in *what* the college has accomplished in the past few years vis-à-vis its academic programs, but *how* it has been accomplished, through systematic, uncompromising, almost aggressive devotion to collaboration between institutional offices, between academic departments, and between individual faculty members. Indeed, the recent development of a mathematics course and a physics course proceeded with a great deal of both formal (e.g., surveys of needs and outcomes required) and informal collaboration between the Trade and Technical Occupations department and Arts and Sciences faculty. All academic departments were intimately and directly involved in the revision to the general education core. Not only did the final revision reflect the collective input from all departments, but the task of revising the general education core raised the overall sophistication of both the knowledge of those requirements and their importance across the entire faculty. It is obvious to the college,

that if the culture of the institution is to expand beyond that of vocational/occupational education, this type of collaboration is imperative.

The college is committed to approaching its planning and its assessment of effectiveness systematically and as uniformly as the differences in programs allows. This focus is grounded in NMCC's strategic plan, which places the highest priority on the strengthening of competency/performance-based education in all subject areas, supported by continuous curriculum updating and faculty training.

Through program and department planning, competency lists, program reviews, and other assessments, the institution's academic programs are kept strong, current, and relevant. NMCC graduates enjoy a high job placement rate and are sought by business and industry throughout the state. Student and employer surveys reveal a high level of satisfaction with their training. Students who transfer on to baccalaureate-granting institutions complete their studies there successfully. The academic programs of the college are clearly serving the mission of the college and the region effectively.

Recognizing the fiscal, geographic and demographic challenges in doing so, the college continues to place a premium on diversity. It is generally understood that fresh perspective from diverse backgrounds serves to strengthen academic programs. Alternative points of view facilitate program growth and improvement. Without these, programs can easily stagnate, merely “rearranging the furniture in the same room.”

Of the fifteen career/technical associate degree programs presently offered by the college, however, six are taught almost exclusively, with few exceptions, by one-person faculty. Students in six programs receive all instruction in their major (not including related) courses by one and only one full-time faculty member. Until the addition of a new full-time faculty member in the transportation trades in the spring semester, 2007, there were nine such programs.

In response, the college has maintained a very comprehensive program of professional development of its faculty. Grant monies have been procured and utilized specifically toward meeting the goal of providing educational opportunities for its faculty, and, particularly, toward providing opportunities for faculty to travel to interact with their colleagues from other institutions and, often, from other regions of the country.

Further, the college should continue to engage external consultants to visit the campus and offer their expertise, perhaps, even, as a formal requirement of internal program review.

In this context, the need for maintaining, seeking, and procuring external accreditation for each of its programs wherever available and/or applicable is amplified. Aside from providing external validation of course content, quality, and consistency with industry standards, and affording students the opportunity to test for various certification and/or licensure during and after completion of their programs, external accreditation/certification provides a very important, diverse perspective.

Industry standards and the demands of regional businesses as well as accreditation requirements have contributed to a trend that gives cause for some concern: the spiraling increase in the academic credits required of the programs offered by the college.

As illustrated in the table below, the number of credits required of all associate-degree programs (and the college is becoming increasingly reluctant to continue to utilize the term “two-year programs”) offered at NMCC has risen from 64.74 to 67.67 (almost one full three-credit course) from 1994 to 2006. As fractions of credits have little meaning or relevance, most significantly is the increase in mode of total credits required for all programs, from 62 in 1994 to 68 in 2006, representing an increase of two full three-credit courses. Simply put, it takes more work now to earn the same degree as a dozen years ago. And a thorough analysis of standards by such accrediting/certifying agencies as NATEF, ACBSP, or NLNAC suggests that the trend may continue.

Mean Program	Total Credit Requirement	Mode Program	Total Credit Requirement
1994	64.74		62
1998	66.74	66.69	
2002	66.90		67
2006	66.67		68

A quick look at the requirements for the associate programs reveals that many require of its students at least one 18-credit hour load. Indeed, in 1994, 52.63% of the associate programs required at least one semester of 18 credit hours, while in 2006, 93.33% do so.

In light of the fact that the average credit load carried by full-time NMCC students in the fall semester of 2006 was 14.55, it becomes obvious that most programs cannot be completed in two years by most students. That is, indeed, the case as illustrated in the table below showing the percentage of full-time students completing the requirements for an academic credential by years for the 2003-2007 period.

<u>Years</u>	<u>AA</u>	<u>AS</u>	<u>AAS</u>	<u>Certificate</u>
1	4	3.68	.99	35.71
2	24	36.08	43.81	39.29
3	32	38.24	24.75	15.31
4	20	8.09	13.12	1.53
Over	20	13.98	12.88	8.16
N	25	136	404	196

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 3 years or longer to complete their “two-year” degrees.

Much of this discrepancy can be discussed in terms of student preparation for the rigor of college coursework, but it is apparent that the design of the academic programs to be completed in one (certificates) or two years (associate) should be continually examined toward the express purpose of ascertaining whether the expectation is realistic or not. It is important to alert students from the onset—particularly those in need of some remediation—that there is far less likelihood of completing their degree options as published than of doing so. Under ideal conditions, this is possible, but only under ideal conditions.

Nor is it very realistic to expect students, most at risk, many first-generation, to carry and successfully complete 18-credit hour loads, although not only do 60% of associate programs offered at NMCC require an 18-credit hour load in the first year, but 20% require it in the first semester.

Finally, the college has made great strides in the utilization of technology as integral components of instruction. One hundred percent of faculty report using technology in their courses, if in no other way than as a standardized communication medium with their students through e-mail and the college's portal system. Several classrooms have been upgraded with presentation technology, including digital projectors, document cameras, and other audio-visual tools and enhancements. The campus fiber optic network and equipment upgrades have added new dimensions to instruction, and the purchase of course administration software (i.e., ClarityNet) has opened up the possibilities of online and/or blended, hybrid course presentation.

Institutional Effectiveness

NMCC is keenly aware that the success of its graduates is the cornerstone of its mission and purpose. To that end, periodic program reviews and program advisory committees have been instrumental in shaping the revisions to the programs of study. Surveys of graduates, employers, and placement data are collected, tabulated, and included in considerations regarding expansion or discontinuance of existing programs. Courses are added to and deleted from the curriculum oftentimes as a direct result of advisory committee recommendation. In 2005, the Plumbing and Heating Program added a requirement for two semesters of refrigeration coursework as a direct result of the advisory committee input. The program review process identifies similar programs in community colleges elsewhere in the state. Many of those programs require a refrigeration component as well. Through a collaborative process, the new courses were added to the curriculum and required for graduation. In the case of the Plumbing and Heating program, first year student enrollment and retention, as well as second year enrollment, have increased since 2005. Graduates of 2008, when surveyed, will provide further data on the effectiveness of the process. Other data utilized in evaluating the effectiveness of its programs include, graduate success in attainment of required, or optional, professional certification and licensure. These results are benchmarked and reported to the MCCS annually. Data will continue to be collected and collated through the IT department, and researched by all stakeholders in NMCC's programs of study.

PROJECTION

That being said, the college is primed for a veritable explosion in the use of computer-based technology in the classroom and in the laboratories, and not simply for presentation purposes.

In fall, 2007, the college implemented the Mobile Integrated Technology (MIT) program, a laptop or notebook pilot program resulting from the creation of wireless classrooms on campus donated by local businesses. The program encourages incoming students in the Accounting and the Business Administration programs to purchase a laptop computer or lease one from the college. Students will have their major courses scheduled in wireless classrooms enabling students and faculty to learn and teach in a technology-rich classroom environment. Some of the many benefits for students in the MIT pilot program are:

- Integration of technology-rich tools and resources into the curriculum to enhance teaching and learning.
- Transition from the traditional, lectured-based classroom model to a student-centered active learning approach.
- Any time and anywhere access, students can work with classmates after hours; join web seminars to hear experts, and access current information via the Internet and electronic publications.
- Digital curriculum allows electronic exchange of course materials including lessons, assignments, and tests.
- Student computers and home access to the Internet help to close the digital divide.
- Fluency in information technology as it applies to the programs and future professions.
- Creates 21st century skills...technology is lived...not just learned.

Starting with the fall 2008, there will be a shift from voluntary participation to program requirement. A timeline has been established to require laptop computers for every incoming student within all program offerings of the Business Technology and the Nursing and Allied Health Departments, and conversations are occurring to identify a Trade/Technical Occupations program (i.e., likely Diesel Hydraulics Technology) for inclusion in the program. The ultimate goal is that all NMCC students in all programs will be required to have a laptop computer.

This initiative will place demands on the college for upgrades, improvements, and the creation of more technologically-enhanced classrooms to accommodate the needs of a significant portion of the student population. The need to provide substantive and ongoing training for faculty utilizing this technology will also increase.

While the MIT program encourages instructional and learning innovation, the faculty of participating programs will be charged to implement comprehensive assessment practices and procedures to gauge the effectiveness of instruction. Programs will be required to review both their course and program outcomes and, as necessary, to revise them accordingly to include modifications effected by the use of laptop instruction.

Technology will also allow the college to expand the offerings of its programs beyond its immediate service area through distance learning, specifically through interactive televised instruction. The college already utilizes these means to provide the didactic portion of the Nursing program (and to a lesser extent the Emergency Medical Services program) to students at sites in Houlton, in Fort Kent, and in Calais. It is anticipated that the college will explore the expansion of its program offerings to students in the St. John Valley (specifically in Madawaska). As one might expect, there will be challenges of maintaining program equivalence between the on- and off-campus programs. Interactive televised instruction helps to meet some of these challenges.

The academic programs of the college will be pressed to continuously review and to initiate more seamless articulation agreements/dual enrollment agreements with regional secondary institutions. The Maine Community College System is pursuing these types of agreements ambitiously not only as a means toward broadening its services to the citizens of the state, but to increase enrollment, and to provide greater access to educational opportunities to the state's slowly diminishing high school population.

In short, the college looks forward to improving its already solid relationships with the high schools and regional centers. The collaboration between high school and college faculty required to work out the finer curricular details of dual enrollment/articulation agreements is extremely beneficial. Students, of course, are served, but so are the faculty and their institutions. Such agreements require a thorough analysis of course content, course objectives and course outcomes, tasks that all too easily tend to be dismissed in the light of other duties.

Maintaining the sustainability of academic programs is of paramount importance to the college. However, while the region has definite needs for highly specific educational programming (e.g., medical programs, support programs, etc.), those needs are often quickly fulfilled by the successful matriculation of but a few cohorts of students into the workforce. The need is no less real, but it is not necessarily continuous. With the need met, there is little reason to continue offering the program.

It is projected that the college will continue to meet the needs of the regional workforce by bringing up programs, and carrying them on its academic inventory, but not necessarily offering the program every year. At present, for example, the Emergency Medical Services program is not offered annually but, instead, is offered on alternating years when a solid cohort of students has been identified.

The other alternative is to enter into partnerships with other institutions that have programs the college cannot afford to bring up or does not have the population to sustain annually. Four years ago, for instance, the college collaborated with Eastern Maine Community College in Bangor to offer its Radiography program in Presque Isle. NMCC offered the supporting general education courses and hosted the program; EMCC provided the major courses and coordinated the clinical experiences. Most of the graduates of this collaboration were hired by local health care providers before they graduated the program. At present, the college is entertaining plans for collaborating

with other of its sister institutions in the System to offer Pulp and Paper Technology and Occupational Therapy Assistant programs, both programs that the college hasn't the resources or consistent demand to offer itself, but both which would serve the employers of the region.

Aroostook County is renowned across New England for the work ethic of its population. Its citizenry is not only hardworking it is *always* working. People hold down two and three jobs with startling regularity and frequency, and not only for financial reasons. With the challenges of the out-migration of its workforce ever lingering, and in the face of declining young population, it makes sense that the college explore the possibilities of creating a weekend college aimed toward providing educational opportunities for working adults to enhance their skills, and to pursue and complete academic credentials that may improve their chances for promotion or career change.

These types of programs so often employ intensive, accelerated, and/or condensed formats in meeting educational objectives. It would generate considerable review by the faculty to ensure that objectives are met with the consistency that they are in more traditional presentation.

Some curricular matters have arisen in response to the proposed discontinuation of the diploma programs last year. First, the college was afforded the opportunity to cursorily review its certificate options in light of the Maine Community College System criteria for the award, particularly as related to general education expectations. Certificates are required by the System to show:

. . . demonstrated competence in mathematics and communications skills at a level consistent with the requirements of the program. This competency may be demonstrated either by satisfactory performance on prescribed academic assessment tests or by completing required communications and mathematics courses (§305, MCCC Educational Policy Committee Manual).

The System interprets this to mean that if an associate degree in Precision Metals Manufacturing, for example, requires a course in College Algebra, the certificate for that program must require it, too. Or, as an alternative, the requirement can be met if students score on assessment tests at a level equivalent to that scored by students who successfully complete that course.

The college finds that some of its certificates are not in full or in documented compliance with this requirement and will be working to rectify the situation this present academic year. While there are some concerns about the effect this will have on student persistence in completing the requirements for a certificate, there is some room for optimism that meeting this requirement may ultimately induce some students to continue into their second year.

The anticipated discontinuation of the diploma programs, also, has amplified inarguably the need to enhance both support services and appropriate curricula for students arriving

at NMCC academically under-prepared to meet the increased demands of completing the general education core. Indeed, students who before were not required to complete courses in the humanities and social sciences are now required to do so. This is of specific concern to students in the Trade/Technical Occupations programs, many of whom are preparing for employment in professions which, on the surface at least, have little applicability to them, and, consequently, are of “little value.” Why do plumbers need to know Poe?

While student interest and motivation are of some concern (as with any program of study), the college is primarily interested in student capability. Whether they do the work can be a matter of student choice. Whether they *can* do the work is quite another thing. To address this latter consideration, the college procured the services of an outside, expert consultant to offer advice on how to best utilize college resources to meeting these students’ needs. A taskforce was formed to make recommendations, and those recommendations are presently being implemented in the Academic Success Center (formerly known as the Learning Center).

It is the estimation of the college that the problem of under-prepared students coming into its programs is chronic and will likely grow substantially worse before it gets better. With this in mind, a full, comprehensive program of developmental support and study is being synthesized from heretofore rather disconcerted remedial efforts, including supplemental instruction, computer-based tutoring, peer tutoring, small group tutorials with faculty and with peers, a streamlined referral system, mentoring program, early alert efforts, and on-site general education peer tutoring in the trades laboratories. Course sequences are being realigned to maximize opportunities for students who fail a particular class to continue with their programs of study with minimal interruption.

It is important that the faculty continue to lead this effort. They, not the administration, are the experts of what entails and facilitates success in their courses. The college will continue to plumb the resources of its faculty to provide guidance and support for these remedial efforts



STANDARD 5: FACULTY

DESCRIPTION

Faculty Profile:

Faculty Composition, Recruitment, Hiring and Retention

A properly prepared and dedicated faculty is a major factor in the achievement of the mission of the college. Currently 45 full-time and 32 part-time faculty provide the necessary classroom, laboratory and on-site learning experiences for students. Faculty members are chosen for their technical training/experience and/or academic preparation to ensure that students have an opportunity for the best possible learning experience. For Nursing, Business, and Arts and Science faculty, a master's degree in the discipline is preferred. Professional experience, success as a practitioner, and/or licensure as well as academic credentials are used as criteria for hiring Trade and Technical faculty. Professional accreditation standards as well as regional standards are used to ensure faculty members are qualified for their assignments.

Full-Time Faculty (Fall 2007)

	CERT.	ASSOC	BA	MED	MA/MS	PHD	TOTAL
Health			1	1	8		10
Arts			1	8	3		12
Bus			1		7		8
Trade	2	5	6	1	1		15
Total	2	5	9	10	19		45

Faculty Assignments and Workloads

Faculty assignments are established in consultation with department chairs and faculty regarding the proposed draft academic schedule prior to the next semester. Assignments are made in accordance with the collective bargaining agreement. Consideration is given to faculty members who are completing special projects for the college or the system. This may result in a change of assignment if mutually agreed upon by faculty and management. Faculty contractual security, salary and benefits are set via the collective bargaining process at the system level. The campus maintains a faculty labor management committee to address concerns that may arise.

Part-time Faculty

Fall 2007, NMCC utilized 32 adjuncts on-campus and at the four outreach centers (Ashland, Fort Kent, Houlton, and the St. John Valley Technical Center). The majority of course offerings are in Business and the Arts and Sciences areas.

Part-Time Faculty (Fall 2007)

	CERT.	ASSOC	BA	MED	MA/MS	PHD	TOTAL
Health	1	1	1		2		5
Arts			3	4	8	3	18
Bus	1		2	1	3		7
Trade		1	1				2
Total	2	2	7	5	13	3	32

Faculty Professional Development

The current benchmark for professional development funding is two percent of the campus education and general fund budget. To be eligible for funding assistance, faculty and staff are required to submit annual professional development plans that list activities supporting professional growth. These annual plans are designed to support the college's strategic plan and the strategic plan of the Maine Community College System. Requests for funding for professional development activities are reviewed by department chairs and then presented to the college's professional development committee, which is made up of representatives of every area of the college. The committee reviews the individual's request compared to the goals of the college. If approved, the request is forwarded to the vice president for final approval. Each staff member receiving funding support must provide a report of how the experience was used to enhance the learning environment and/or to further the caliber of services offered by the individual. If the funding is provided by the Perkins-funded professional development activity, the written report must address a number of factors to indicate how the activity furthers the goal of the Perkins project.

Scholarship, Research and Creative Activity

The faculty contract protects academic freedom and supports faculty in their effort to provide open and honest dialogue in the learning environment.

Faculty Evaluation

The faculty evaluation process includes gathering feedback from students, in the form of a student opinion questionnaire, as well as evaluation by the department chair. The progress of faculty along the salary scale is not tied to performance in the classroom.

APPRAISAL

Strengths

Quality faculty

The faculty of NMCC is known as an experienced, dedicated group who deliver quality education to their students. The favorable reputation of the campus in the community is directly linked to the quality of graduates from our programs and, hence, to the faculty.

Concerns

1. Part-time faculty.

Over the past few years, the number of part-time faculty has increased from 19 to 32. At the same time, the number of full-time faculty has remained fairly constant. With the suspension of Computer Information Systems and Information Technology programs, a new program Computer Systems Technology is currently being taught by a part-time instructor. Increased reliance on adjuncts for delivery of courses on campus and at the outreach sites raises a number of concerns. First, most of the sites are connected with adult education, which tends to blur the distinction between credential requirements for instructors of college and GED course offerings. Of greater concern is the lack of communication between the adjuncts and full-time instructors. Distance and the time of offerings make it difficult for full and part-time faculty to interact. Many adjuncts lack access to the support services provided to full-time faculty. Without consistent interaction between the two groups of faculty, there is no way to insure that part-time instructors are apprised of and achieve the objectives of the course. As NMCC continues to implement its assessment plan, the need to integrate adjuncts into the various academic departments becomes more urgent.

2. Professional development funding.

Funds for professional development have been dwindling in recent years leaving many without an opportunity to participate. In the last academic year, the Arts and Sciences Department was informed that they would not be eligible for professional development funds since the only monies available were from Perkins and the guidelines specifically excluded them. Given declining resources, the college needs to prioritize the use of its finances by funding those projects which support the NMCC strategic plan goals.

3. Contractual security.

There is a perceived lack of contractual security among the faculty. A recent spate of grievances over workload, calendar, and other matters has lead many to believe that the contract presently in place has little bearing on the actual work lives of the faculty. In addition, the faculty-management committee, which makes decisions on local workload issues, has been at a standstill over the past few years and has failed to make any decisions.

4. Academic advising.

The current academic advising system does not meet all of our students' needs for information and advice. The academic advising works fairly well in the Trade & Tech and Nursing Departments where instructors have frequent contact with their

advisees. In other departments, however, many students do not have any contact with their academic advisor and may not even realize they have one. Many instructors indicate that they rarely if ever have any contact with their advisees. As a result, the counseling staff has assumed, in many cases, the role of academic advisor. Finally, there is some concern from the satellites that the students who start their studies there are not receiving adequate advising.

Institutional Effectiveness

Faculty performance is assessed through student input and formal evaluation in accordance with the collective bargaining agreements. In addition to faculty performance, program reviews are conducted on a five year cycle to ensure programs meet their assigned objectives.

In most cases, sufficient faculty is employed by the college to meet the demand placed upon most of its academic programs. Currently the new Computer Systems Technology program is staffed with a part-time instructor. Workload is governed by the faculty contract as well as student to faculty ratios required by professional accrediting organizations. Finally, the college adheres to the collective bargaining agreement language that applies to the hiring of administrators, faculty and staff and complies with Equal Opportunity Employment requirements.

PROJECTION

1. Full-time faculty.

A full-time faculty position for the new Computer Systems Technology program is scheduled to be filled for the fall 2008 semester.

2. Part-time faculty.

NMCC needs to make a commitment that for every program of study it will employ at least one full-time faculty member to teach and oversee the program. Due to funding limitations, faculty positions are often left vacant for a year leaving the program and its students without leadership and oversight. Given the number of faculty nearing retirement age, this commitment must be a priority if NMCC is to maintain its standards of excellence.

A regular and meaningful link needs to be established between full-time and part-time instructors. NMCC must make a concerted effort to recruit well-qualified part-time faculty and to integrate them into the department. Quality part-time instructors should be assured of regular assignments and be encouraged to participate in department meetings and the faculty senate. To ensure that all course requirements are met, part-time faculty should be required to meet with their full-time counterparts at the beginning of each semester to review the syllabus and expectations. This could be accomplished by adding a clause to the part-time contract and by utilizing a part of the Professional Days at the beginning of each semester. Supervision and support could also be enhanced by limiting the number of outreach sites. Some of the sites are within a twenty-five minute drive from campus or from larger outreach sites in their area and should be discontinued. One

site in each of the northern and southern regions of the county should be sufficient. Limitation of sites would make it easier for full-time faculty or department chairs to travel to the site to meet with adjuncts at the beginning of each semester to provide information about the courses offered, to coordinate support services for adjuncts and students at those sites, and to offer mandatory safety training.

Schedules for outreach, winter, evening, and summer programs should be developed in consultation with faculty. Qualified instructors should be identified before schedules are finalized. This would eliminate the pressure to run classes with faculty who lack the proper credentials.

3. *Professional development funding.*

Benchmarks set by the Maine Community College System's Board of Trustees called for 2% of the E&G budget to be dedicated to professional development. Instead of relying solely on grant money, Fund 1 monies should be earmarked for professional development with grant monies to supplement regular operating funds. Consideration should also be given to consultants who can offer professional development activities that have a wide appeal on our campus. Three universities (University of Maine at Presque Isle, University of Maine at Fort Kent, and University of New Brunswick) with strong Education departments are within two hours of campus and could be used to offer workshops in assessment, learning styles, curriculum development, or other topics of common interest.

4. *Contractual security.*

A concerted effort needs to be made to restore relations in the faculty-management committee and settle all outstanding grievances. If the parties involved cannot find a way to move forward, then outside mediation may be needed.

5. *Academic advising.*

Academic advising can be strengthened in a number of ways. First, advisors should be assigned students who are in their programs and with whom they will have regular contact. Early in the semester the advisor and his/her advisees should meet as a group to get acquainted and to discuss the advisors role in the student's academic success, mandatory periodic one on one meetings throughout the semester between advisor and advisees. To further ensure contact, a system should be implemented whereby students' schedules must be approved by their academic advisor before being processed. Finally, a manual and periodic training for faculty (both full and part-time instructors who have advising responsibilities) on the role of an academic advisor should be devised. This last point would aid in the attempt to improve relations with part-time faculty at the outreach sites.



STANDARD 6:

STUDENTS



DESCRIPTION

I. Admission

Admission Policy and Procedure

It is NMCC's policy to accept applicants who are capable of achieving their occupational objective. Admission procedures are based on three factors:

1. Prospective students with a native language other than English are required to demonstrate proficiency in the English language. The Test of English as a Foreign Language, which is administered by the Educational Testing Service, is made part of the applicant's file. A score of 500, along with good verbal skills, is required for admission.
2. Minimum prerequisites are established for acceptance into an occupational program. Occupational standards are used by school personnel in exercising judgment concerning reasonable expectation of student success in any occupational program.
3. Policies adopted by the Maine Community College System Board of Trustees are recognized and applied.

Completion of a four-year high school program or a state high school equivalency certificate is required for admission to the associate degree and certificate programs offered at NMCC.

1. All students must submit an NMCC application form, accompanied by a non-refundable \$20 application fee. This fee may be waived under special circumstances.
2. A complete high school transcript for all years attended must also be submitted. Current high school seniors must include grades for the ranking periods completed at the time of their application.
3. GED test scores must be submitted to the admission office by those who are not high school graduates.
4. College transcripts must be submitted to the admission office by applicants who have attended other colleges or postsecondary schools.
5. Placement testing, individual interviews and campus tours are required, in most cases, prior to admission notification. NMCC uses the Accuplacer Exam as one method of testing a student's academic ability. This assessment is required of all full-time students and may be required of part-time students. Performance on the testing may affect a student's acceptance into a program in the college. Results are used for

- appropriate placement in English, reading and mathematics course. In addition to the Accuplacer, students hoping to enter the Associate in Science RN program must also take the NET test.
6. Students applying for admission to the college who may need accommodations because of physical disability, learning disability or health problem that may require special accommodations to the classroom or residential life environment should direct that request, in writing, to the director of counseling.

The admission office administers and uses the Accuplacer as a tool to aid in making placement decisions. To be fair and consistent, other measures are used as well. High school transcripts, letters of recommendation, student essays and personal interviews are all used to evaluate student performance.

The purpose of the Accuplacer test is to determine which course placements are appropriate for students and whether or not remedial work is needed. The Accuplacer can also be used to monitor student course progress and to indicate whether remediation is still needed or if a change in course assignment is recommended.

Prospective students who ask for and are granted accommodations for Accuplacer testing do so through the counseling office. Once a student is identified, the director of counseling takes appropriate measures to ensure accommodations are provided if the student meets the standards of the program as set forth by the Maine Community College System. If the request for accommodations is approved, testing is done with the director of counseling, not the admission staff. Once testing is completed, the student's file is forwarded to the admission office where appropriate action is taken. Students are also responsible for providing appropriate and current documentation from a qualified professional that supports requests for academic and/or testing accommodations. If students have been out of school for a period of time, they may be required to have a more current evaluation done (at their own expense.)

Accommodations which are approved for pre-admission testing are not necessarily provided within the regular classroom setting following acceptance to the college. A separate written request should be submitted with regard to classroom accommodations. Accommodations which compromise the basic standards of an academic course or an academic program will not be approved. For more information regarding disability related issues, students should contact the director of counseling at 768-2747.

NMCC publications include representation from diverse groups such as non-traditional students, students of color, and students with disabilities as a means of encouraging prospective applicants from these under-represented groups. The college also recruits in Boston, Hartford, Providence, and the local Job Corps as a strategy to increase ethnic diversity. Recently, a Memorandum of Agreement was signed between the College and the Loring Job Corps which further strengthens the ties between the two organizations.

The college is committed to the ideal of a diverse campus environment and strives to make the college community a warm and welcoming place for all students. Under the direction of the campus strategic planning committee, an ad hoc committee was formed to examine how NMCC students are learning to deal with and live in an increasingly global society. This committee

researched diversity-related issues, and some members attended related professional development activities. With input from all campus constituencies, including students, faculty, staff, and interested others, a campus definition of diversity was formulated in order to provide other campus committees with a starting point to see how these issues were being addressed across the curriculum and throughout the campus. Additionally, the campus development office was assigned the task of combining area diversity action plans into a comprehensive diversity plan. Simultaneously, a number of activities occurred on campus, which kept the issue alive in a real sense throughout the campus community. These activities included speakers, visits to cultural centers, and change-related professional development activities for employees. The College Equal Opportunity Committee has been assigned the task of reviewing College demographics and recommending appropriate professional development and other related strategies.

NMCC's ADA Policy Statement from Website

Northern Maine Community College is committed to providing, whenever possible, equal opportunities to all students, including assessment of and modification to facilities and programs to accommodate special needs in the least restrictive environment. Inquiries regarding special accommodations should be addressed to the director of counseling or to the dean of students.

The director of counseling is responsible for the implementation of special accommodations for students with physical, psychological, or learning disabilities. Students are required to submit a request for such accommodations in writing, along with supporting documentation. All requests are reviewed by the director of counseling and forwarded to the dean of students. He reviews the recommendations to ensure that basic academic standards of the student's major are not compromised. The director of counseling then notifies the student of the decision, fills out instructor notification forms and instructs the student on how to receive the accommodation if one has been granted. All questions regarding the implementation of requests are directed to the director of counseling. Students requesting specific accommodations have the responsibility under the American with Disabilities Act of 1990 of making sure that the college is aware of their accommodations requests. These requests must be submitted in writing to the director of counseling. The student must also provide documentation of the related disability. This documentation must meet the standards of the college. A minimum of 30 days of lead time is suggested prior to the onset of the first semester of enrollment. Accommodation requests must be approved by the Dean of Students prior to implementation.

NMCC's Policies and Procedures regarding Harassment, Sexual Harassment, Non-discrimination and Affirmative Action can be found on the college's main web page as well as in the student handbook and course catalog. All students receive a copy of the handbook during their orientation and they are made available for those students who do not attend orientation. The handbook is also available in its entirety on the main web page. There is also a link to the non-discrimination policy on the admissions page of the web site.

NMCC's non-discrimination policy statement states: Northern Maine Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The College also does not discriminate on the basis of sexual preference or marital, parental, or veteran's status.

In recent years increased efforts have been made to encourage women to enroll in non-traditional trade and technical programs. The gender equity coordinator works closely with the Center for Women, Work and Community to plan Women's History Month activities that celebrate the achievements of women. She also provides individual and small group support services to women and men in non-traditional programs. Work with other statewide organizations promoting gender equity/non-traditional academic programs has brought hundreds of high school aged students to campus for a day of experiential learning about non-traditional programs and associated work opportunities for graduates of those programs.

II. Retention and Graduation

Student persistence and retention through graduation have been long-standing concerns of the College. The early 1990's saw the College receive a Title III Strengthening Institutions grant which allowed the College to address and update a wide variety of issues and concerns including student information systems and others to better help College officials monitor performance. Early warning systems were developed and implemented and the College began utilizing more data to influence decision-making. The College was a pilot institution for the Student Satisfaction Inventory™ and continues to utilize the instrument, benchmarking of key performance indicators was instituted across the MCCS and College and recently the CCSSE was added to the tools employed by the College to help track student retention and satisfaction.

Additionally, the College has sought out and participated in activities that have connected College employees at all levels with national leaders in the subject of student retention. Three years ago, the College won a 3-year grant from the MELMAC Education Foundation focusing on student persistence. This has enabled College employees to participate in several conferences featuring best practices and to personally interact with leaders like John Gardner, Betsy Barefoot, Kay McClenney and George Kuh to name a few. Betsy Barefoot personally came to campus to share some of her expertise with faculty. The College also participated as a Phase I college in the Foundations of Excellence project led by John Gardner. This work also served to keep the topic of student persistence and retention at the forefront.

There are several systems in place to provide support for students to help increase student success and retention. The director of counseling reviews the academic and admission records of all entering full-time students. Placement in developmental or preparatory courses is determined by secondary school achievement and performance on pre-admissions tests. Approximately thirty percent of students in the entering class will be identified as "at risk" and in need of counseling and/or other support services. Students in this group are referred to one of the college counselors. Counselors contact students early in the semester to discuss issues related to their academic success and to coordinate appropriate support services, such as tutoring. Many of these students are monitored throughout the first year and, if necessary, into the second year of their enrollment at the college.

The director of counseling works closely with the local staff of the ASPIRE Program, a branch of the Maine Department of Health and Human Services which assists disadvantaged parents who are enrolled in post-secondary educational programs. Most ASPIRE clients are women, typically single parents, and are in need of a broad range of support services, including career

counseling, tutoring, childcare referral, transportation assistance, personal and social support, and academic monitoring.

NMCC has several developmental classes available to students who may have some academic weakness. Basic writing skills, reading or fundamentals of arithmetic are recommended for students who have not met the standards of admission as set by the college. Based on pre-entrance test results, students are enrolled in developmental classes and encouraged to take advantage of additional tutoring. The on-campus academic success center is staffed with full time faculty, and tutoring is readily available. For some classes, it is mandatory that students attend regularly scheduled supplemental instruction sessions. Upon successful completion of the above mentioned course(s), students may advance into the higher level college courses. Students with the greatest academic needs, remediation in basic writing skills, reading and math, are referred to Adult Education, Job Corps, or other remedial services, and their admission is deferred until the remediation takes place. NMCC has recently partnered with and subsequently been awarded a state grant to assist with college access for under-prepared adults. This county-wide initiative links all of the adult education programs in Aroostook County with the college through this transitions project. Beginning Spring '08, it is anticipated that the local partner, Presque Isle Adult Education, will be offering transition/college preparation classes on the NMCC campus.

Based on data gathered in preparation for the College's MELMAC grant application, mathematics was found to be a gateway course for students at NMCC. To address that concern, another component of the MELMAC grant was implemented. Students enrolled in entry level math classes are required to participate in supplemental instruction as needed. Preliminary results showed an increase in successful course passage from some 48% to 76% in the piloted courses. Subsequent student experiences and comments, however, are leading the College to re-think the specific strategy for delivering this instruction during regularly scheduled class times

In 2001, NMCC was awarded a TRiO/Student Support Services Grant to provide additional support services to 175 individuals who meet the program guidelines. This grant was re-funded in 2005 for four years. It offers tutoring, advising, financial assistance, and academic support as well as other services to the students it serves. The counselors work closely with faculty and tutoring staff to coordinate support services, to provide academic and personal counseling, to assist with childcare and transportation needs, to resolve financial crises whenever possible, and to refer students to community resources.

One of the services instituted with the funds from the MELMAC grant was to provide peer mentors. These mentors are typically second-year students who are charged with contacting all first-year students. The goal of this service is to assist first-year students with the transition to college in a non-threatening way and to foster academic and social engagement in the college.

An "early-warning" system is in place to identify students who may be experiencing difficulty at the fourth week. Faculty are asked to list the names of students who are having academic, attendance or other problems in their classes. The counseling staff contacts these students and attempt to assist them with whatever problems exist so that they may meet the college's academic standards.

Two first-year seminars are currently being offered. One is recommended to high risk students and the other for liberal studies students who are likely to continue their studies at a four year college or university. All students are exposed to basic study skills in first-year English class. In addition, the counselors, in conjunction with the tutoring staff and the activities coordinator, conduct workshops on such topics as study skills, time management, note taking, test taking/test anxiety, resume writing and interviewing skills.

Academic advising for full-time day students is provided by faculty and staff. Academic advising for part-time and evening students is provided by the evening advisor, who is also a member of the full-time counseling staff. She visits the evening classes on a regular basis to familiarize students with campus resources. Academic and career counseling, course registration, consultation regarding tutoring services/financial aid/employment opportunities, and coordination with daytime campus staff are among the essential services she provides to the part-time student population.

Policies regarding academic standing are explained in the Student Handbook, on individual program information sheets and on the campus portal. In addition, all first year students receive information on maintaining good academic standing and on how to make academic progress during their orientation session.

The college collects data from a variety of sources in order to evaluate programs and services. The TRiO/SSS and Perkins programs submit yearly performance reports to their respective oversight offices regarding programming offered, student retention, graduation and transfer rates. NMCC also surveys recent graduates to ascertain job placement, transfer rates and beginning salaries in each field. The college registrar collects a variety of data as well for federal reporting mandates. There are summary reports for the MELMAC grant as well as reports to the Maine Community College System for their benchmark goals. There are other federal reporting mandates for the Cleary Act and to the Equity in Athletics program.

III. Student Services

Counseling - Academic, career and personal counseling are provided for students by the three professionals who comprise the counseling staff. They are also responsible for substance abuse assessment, referral, and education services, often in conjunction with the campus disciplinary process. Counselors monitor student academic progress through an early alert warning system and ongoing faculty referrals. They also maintain regular contact with area social service agencies on behalf of students and assist students in their efforts to access community resources. The counseling staff offers students a wide-variety of personal development programs within and outside of the classroom, including workshops on study skills, stress management, personality assessment, alcohol free alternatives, job search skills, etc. A Student Support Services grant through the federal TRiO program has enhanced counseling services for low income, first generation and disabled students on campus. Eligible participants now receive comprehensive and individualized counseling, including an individualized Student Success Plan, personalized tutoring support, basic skills assessment and additional financial aid assistance. The office is open beyond standard office hours to accommodate those students who only attend classes in the evening.

Veterans Affairs - The student affairs office provides financial and academic counseling for students who are military veterans. NMCC is also a service member's opportunity college, a designation that ensures specific guarantees for the student who is a veteran.

Services - Off-campus centers employ an evening advising professional to assist students with academic questions that arise. Students who take courses at an off-campus site are also invited to take advantage of the resources available on the main campus.

Additionally, the asynchronous delivery of student services has been implemented via Internet-based delivery system for routine paper-based processes such as class registration, grade reports, admission, transcripts, scheduling, billing, and financial aid information. This enables students to access information at times and locations convenient to them.

Students are typically introduced to their academic advisor during the first week of classes. Each of the academic departments handles this process in a slightly different way, but a concerted effort is made to facilitate contact between student and advisor as early as possible.

Career exploration and assessment are available through the counseling office. Aptitude and interest measures are utilized to guide students through the career decision-making process. The counseling office also provides workshops to assist students with job search efforts, the writing of cover letters, resumes and interviewing skills. The career counselor coordinates with a variety of community and campus resources to develop internships and job shadowing opportunities for students within the surrounding communities. Transfer counseling and visits to the four year colleges in our area are also available to students whose career goals may include earning a four year degree. The college has historically chosen to employ a less conventional approach to career placement services. Many of the conventional services offered by career planning and placement offices as walk-in services are offered as a regular part of the college's academic curriculum. Resume preparation, cover letter writing, and interview skills are covered in various business and technical communications classes. Additional assistance is offered in seminars and programs offered campus wide with assistance from area employment and training agencies.

In addition to the traditional jobs bulletin board, the college maintains a computerized job listing on its web page and has been an innovator in providing names, addresses and phone numbers of willing graduates to prospective employers through the campus portal. This program has saved many employers thousands of advertising dollars and has been credited with helping businesses attract qualified skilled workers into available positions.

The college hosts a number of employers on campus and provides students with opportunities to meet with these employers; examples of these include Maine Military Authority and Maine Mutual Group, and many others. Perhaps the most effective tool with respect to job placement has been the close relationship with area employers maintained by the college's faculty. These relationships encourage and provide networking opportunities for faculty, students and employers and often result in jobs for NMCC students. The bonds formed both in and out of the classroom between students and faculty often have past graduates calling faculty and asking for referrals of interested students for positions they are now responsible for filling. Annually, the College hosts a job fair with employers from across the state attending. The College's *Early*

College for ME program coordinates this event and it has become a highly valued and respected service-learning initiative for the students of that program. Area one-stop employment centers also encourage students to avail themselves of the employment services they provide at no cost.

The college catalog and student handbook provide students and others with open access to the college's policies, procedures and mission. Additionally, the student handbook includes the student services vision statement. These documents are also available and easily accessed via the college's web page. In addition to written materials, students are given a working knowledge of college policies and procedures through new student orientation programs and training on how to access them via the portal. Residential life staff communicate regularly with students and often act as a conduit for information between administration and students.

Co-curricular activities at Northern Maine Community College consist of bowling nights, movie nights, game nights, open gyms, indoor soccer, exercise classes, healthy lifestyle classes, guessing contests, auctions, and other activities. Most are offered on a regular basis throughout an entire school year. Responding to student requests for more and more regularly scheduled student activities, the College hired a part-time student activities coordinator. This individual has not only increased the number of activities, the quality of student programming and the variety of such programming but has fostered a very positive relationship with the student activities office of the University of Maine at Presque Isle. Through a cooperative agreement with the University of Maine at Presque Isle (UMPI), NMCC students are allowed to attend both campuses' events for the same student fee. Therefore, with thanks to the UMPI student activities coordinator and the cultural affairs director, we have promoted comedians, musicians, game nights, dancing acts, films, OAPI activities, etc. This action has further improved student satisfaction.

The College is a member of the Yankee Small College Conference of the United States Collegiate Athletic Association. Intercollegiate varsity athletics include golf, and soccer. Basketball, ice hockey, skiing & snowboarding, and cross-country running are also offered to students wishing to participate in other organized athletics. Commuter and residential students alike are encouraged to participate in these activities.

Events on campus vary from tournaments (volleyball and softball) to a once a year Superbowl Party. Successful events of the past also include Mocktails at Monte Carlo Night, Senior-Makeover Day, Student Senate Christmas Party, Job Fair, Hypnotist, De-stressing Day, White Water Rafting, Community Ski Night, and the Halloween Costume Contest. Our own activities and events at Northern Maine Community College are sponsored and coordinated by a vast array of people and organizations. They involve the student senate, residential life staff, nursing students, public relations staff, student affairs staff, continuing education staff, the student activities coordinator, and the help of many volunteers.

The objective of many student activities is to promote a healthy lifestyle. Various lifestyle focused activities and workshops have been offered such as HIV testing, Smoking Awareness, Drug and Alcohol Awareness, Blood Drives, Sex Jeopardy, Healthy Relationships Game Nights, etc. These activities promote engagement and allow the students the opportunity to educate themselves. The College is an active participant in two statewide health initiatives: HEAPP –

Higher Education Alcohol Prevention Project and the Tobacco-Free Maine project. A number of associated prevention, education and social norming projects occur due to our affiliation with these organizations.

Health Care - The NMCC Health Center is open weekdays and one evening per week for student health care needs. It is staffed by a licensed nurse practitioner, who provides a wide range of services, including the monitoring of immunization requirements. Professional health care is provided through the campus health center. Crisis intervention assistance is available through the counseling office. Students in need of diagnostic mental health services are referred to the community mental health center.

Orientation - All students receive a handout at orientation that advises students of support services available to them. These services are free of charge. All full-time entering students are required to attend an all-day orientation program which takes place prior to their first semester. This orientation session includes a wide variety of activities, including procedural necessities such as issuing student ID cards, registering vehicles, reviewing immunization requirements and distributing schedules. Also included are more in-depth sessions on study skills, the financial aid process, an introduction to campus media resources, affirmative action awareness, campus safety program, etc.

Financial Aid - The financial aid office administers a wide-ranging program including scholarships, grants, and loans. All entering students are encouraged to apply for financial assistance, as the guidelines for different categories need to be assessed on an individual basis. Financial aid information and criteria is available on the college website, through the financial aid office, and in the student handbook. An experienced staff administers financial aid services and oversees the awarding of all federal Title IV funds including Pell Grants, Supplemental Education Opportunity Grants, Academic Competitiveness Grant, Gear Up, College Work-Study, Stafford Loans and Parent Loan for Undergraduate Students. Approximately 4.5 million dollars is awarded to students annually. On average, some 90 percent of full-time students utilize this service which is also available for part-time students. One of the initiatives in a current major gifts campaign will build the endowed scholarship fund to award additional financial support to qualified students.

Computerization has helped to ensure and increase the efficiency and speed of student requests for financial assistance. PowerFaid, Edconnect, EDE Express, Common Origination and Disbursement, and Nteract software and web-based programs all contribute to a cutting edge financial aid program.

The college's financial aid programs are audited in compliance with all federal requirements. Baker, Newman and Noyes is the firm contracted by the Maine Community College System to do compliance and A133 audits. To date, the college has been deemed compliant in all financial aid areas. As measured by the 2006 Student Satisfaction Inventory, the statement, "financial aid awards are announced to students in time to be helpful in college planning" ranked 37th of 89 in order of importance to NMCC respondents. More importantly, the performance gap between importance and satisfaction has closed 0.52 since first measured in 1994.

The financial aid staff maintains professional relationships with others in the industry and regularly receives professional development via their association with the following professional organizations: National Association of Student Financial Aid Administrators, Eastern Association of Student Financial Aid Administrators, and the Maine Association of Student Financial Aid Administrators. Other financial aid organizations and vendors also contribute to the staff's professional development including: United States Department of Education, Finance Authority of Maine and others. The college's business office works closely with the financial aid office staff and is responsible for the disbursement of all financial assistance to students.

Student leadership - There are a variety of opportunities for students to exercise and develop leadership skills while attending NMCC. The student senate provides the student a formal introduction to participatory democracy and offers the most direct route to influencing campus policy. The student senate is asked to provide student membership to a wide variety of standing college committees.

In addition to the student government, a number of clubs and organizations exist on campus and provide additional opportunities for student leadership. These include Phi Theta Kappa honor society (a national 5 star award winning chapter in March 2004), Early Childhood Education Organization, Sheet Metal Club and Student Nurses Association.

Substantial opportunities for leadership exist within the competitive athletic arena. Under the leadership of the college's athletic director, the college competes in the following intercollegiate sports: soccer, golf and basketball. A club program exists in ice hockey.

The college's intramural athletic program also provides students an opportunity for leadership and self-governance. A wide variety of sports allows most students an opportunity to participate in a sport of choice and also to try several new activities.

An area of student leadership that should not go unnoticed lies within the department of residential life. Resident assistants are among the most highly trained, selective group of students on campus. They are entrusted with much authority and responsibility in areas as diverse as peer counseling, safety and security, recreational, social and educational programming, and facilities. Although having a role in the student disciplinary process (reporting), it is through role modeling that RAs are best able to exert their leadership capabilities. Student internships and preceptorships afford students an additional chance to exhibit their personal leadership capabilities within their chosen academic discipline.

Athletic programs - NMCC provides opportunities and facilities for both male and female students to meet their recreational and athletic needs. Located on campus are two fitness facilities (cardiovascular equipment and weight machines and free weights) as well as three tennis courts, indoor basketball court, outdoor basketball court, racquetball court, and a lighted soccer /softball field. All facilities are open to all students.

With the assistance of the athletic director, NMCC promotes leadership and physical health and wellness through intramural activities. Activities include basketball, softball, volleyball, fowl

shooting, one-on-one, racquetball, tennis, and more. All men and women are encouraged to participate.

NMCC's intercollegiate athletics are conducted in a manner consistent with sound educational policy, with standards of integrity and with the institution's purposes. The administration and faculty are responsible for the control of these programs, and they also have control of the financial aspects of the programs. The college is a member in good standing of the Northern Division of the Yankee Conference and the United States Collegiate Athletic Association in golf, soccer and basketball. Ice hockey and the ski team compete on an independent basis.

Student athletes are required to maintain minimum academic standards in order to compete. The MSCC and USCAA have established guidelines and compliance procedures regarding academic eligibility. Additionally, the college's athletic director closely monitors the academic performance of all varsity athletes throughout the sport's season. Student athletes are expected to meet the same course requirements as non-student athletes. Student athletes also have a standard they have to meet in order to maintain their eligibility, which is based on the number of credit hours they have attempted.

Staff Qualifications - Staff in all areas of student services are highly qualified, experienced and dedicated to their work, students and the college. Continuing professional/personal development is valued by and practiced by all members of the department.

Additionally, the annual Student Satisfaction Inventory reflects that the overall level of student satisfaction at the college is high and that students are treated in a pleasant and courteous manner by most areas of the college.

The institution uses several methods to regularly assess the effectiveness of its student services activities. This is accomplished in several ways, most notably via the Student Satisfaction Inventory™. The college participated in the national pilot study used to norm this instrument and has continued use of the survey ever since. It provides both formative and summative data on a broad array of issues of concern to our students. This data is analyzed by student affairs staff, administrators and the student satisfaction committee. This committee has suggested and implemented several policy and program changes resulting in increased student satisfaction. For example, one area of student concern was the College bookstore. Further investigation revealed student misunderstanding surrounding refund/return policies which were subsequently made more prominent at the time of purchase and resulting in higher student satisfaction with this service.

Several other tools and instruments are used to assess and enhance program effectiveness and to address student concerns. Maintaining close student contact still remains the best method of assessing program effectiveness. Students are typically unabashed when asked for their opinion. Close contact and open communication result in program and service improvements. Resident students are asked to provide evaluative data annually on staff and programmatic effectiveness. Students also provide feedback via evaluation instruments at various campus events. Program modifications are made as a result of such feedback.

Additionally, the annual Student Satisfaction Inventory™ reflects that the overall level of student satisfaction at the college is high. For the past three consecutive years, students at NMCC reported higher satisfaction levels in all areas measured than did students in the national comparison group.

All policies are available in the student handbook and on NMCC's web site.

Recordkeeping:

A student's permanent record consists of:

- Application
- High school and previous college transcripts
- Recommendations
- Disciplinary correspondence
- Test scores (pre-admission)
- Veteran's correspondence
- Attendance (warning/dismissal from class)
- Mid-term academic warning forms
- Letters of acceptance
- Miscellaneous correspondence
- Financial aid records (financial aid office)
- Financial records (business office)
- Health records (health center)

Although the dean of students is responsible for the overall maintenance, care, and confidentiality of student records, daily care is provided by:

- Financial aid records - financial aid office
- Health records - health center
- Financial records - business office
- Academic records – registrar's office
- Pre-admission records - admission office
- Placement records - dean of students office

Student records are used by the dean of students, student affairs staff, and others on a need to know basis. This data is used in the admission process, placement, and advising and is maintained throughout a student's attendance at NMCC to assist in evaluating the individual's progress.

Safety and security of student records:

Student records are confidentially maintained in locked fireproof files. Only designated student affairs staff members have access to these files. No staff member may remove or inspect an individual student's file without the dean of students or designee's permission. If a student folder is removed from the file, the staff member must complete a sign-out sheet. All computerized student records are backed up nightly on tape. Mid-semester (fall census date of October 15 and spring census date of March 15) backups are stored off campus in a safe deposit

box. The registrar and administrative computing department are charged with overseeing this process.

Confidentiality is protected by the Student Records Policies and Procedures for Northern Maine Community College and the Family Educational Rights and Privacy Act, as amended (FERPA).

Disposal of records:

Student records are transferred to permanent files in the student affairs file room after graduation, dismissal, or withdrawal. Warning letters and miscellaneous correspondence are removed and destroyed, but all other records are retained for five years after graduation or date of last attendance. Student transcripts are maintained permanently.

Service learning is not a graduation requirement at NMCC. However, service learning does occur as a part of many individual courses and is evaluated as a part of the course.

APPRAISAL

Weaknesses

General – The Student Affairs division of the College has certainly been challenged by budgetary constraints. This fact alone, however, has not prevented a steady improvement in the quantity and quality of support services available to the student population. The adoption of kaizen as an operating philosophy accepts that reality and has served to move the institution in the direction it has chosen. A conscious choice to seek external funding or partnerships where the alternative would be none has served the institution and its students well. All departments within the division could utilize additional staff. Capital improvements have been limited to areas of most urgent need or where external regulations mandate change. Lack of self-promotion of the services and activities offered throughout the division has led to either misunderstanding of the division’s mission or otherwise uninformed colleagues. Increased emphasis on accountability both internally and externally has added to the burdens faced by division staff. Increased reliance upon technology for communication has led to some academic areas of the College feeling underserved. Overcoming this resistance to change remains a challenge. As the College attempts to meet certain needs, such as increased scholarship monies, additional responsibilities and burdens are placed upon existing staff without adequate technologies or methods in place to distribute the funds. These challenges add to the daily frustrations of staff albeit they want and wholeheartedly support the efforts to raise those funds.

While not confined to the student affairs division of the College, several key factors bear attention. Local population statistics indicate that the traditional-aged student population has and will continue to decline through 2012 and likely beyond. The general population of the primary service region has declined from over 100,000 to some 76,000. This has significant implications for admissions and forced a greater reliance upon students from outside of the College’s primary service region. The division’s staff is seasoned and well qualified but succession planning is based upon individual motivations and therefore remains inadequate. Extended illnesses or other absences may place services on hold or significantly challenge remaining staff.

Although the College is more ethnically diverse than the state of Maine, introducing students to diverse populations and thought remains a challenge. Local Native American populations do not

achieve graduation at a rate anywhere near their white peers. College employees do not represent ethnic diversity either.

Persistence to associate degree graduation is an area of renewed concern. The recent elimination of the diploma option for trade & technical students has resulted in larger numbers of students focusing only on technical and related technical courses and consequently has lowered the graduation rate. The understanding and acceptance of this change needs to be supported more vigorously by the most influential members of the College community, trade & technical faculty.

Specific

- Many support services for students are funded by grants and are not a part of the regular budget.
- Need to provide more scholarship money for students
- Coordination of tutoring and academic support.
- No central location for institutional research.
- Understaffed in the financial aid office.
- ADA policy needs to be more prominent
- Partnerships for remedial education.
- 80 – 85% of our student population comes from Aroostook County. It is a well known fact that student population is shrinking in Aroostook County as it is in other parts of the state. In order to maintain and increase enrollment, different recruitment strategies will need to be implemented.
- Academic advising – especially in the Business and Arts & Sciences Departments.
- No student center.
- Student engagement/retention.
- Academic preparedness of first year students.
- Need for enhanced communication across the campus community of opportunities for athletic participation.
- Admissions – recruiting students who have interest
- Publicity – what options are available
- Change in population demographics has decreased numbers of students interested, particularly women, i.e., non-traditional population.
- Professional development opportunities for staff are limited
- Geographic distance between the College and population centers of the state create a barrier to enrollment
- Class schedule does not provide for ease of attendance for many students
- Finances continue to create an access barrier for many

Strengths

General – The student affairs division of the College is comprised of many veteran employees who remain committed to providing quality student support services for all. Through creativity, innovation, hard work and a willingness to try new things and seek alternative funding sources, the division continues to perform well when compared with like peers. Individuals throughout the division are well respected among their peers and their views and best practices are frequently sought after.

The student population remains relatively consistent over time as measured by high school class rank. The percentage of area high school students choosing to attend the College remains high (averaging some 14 % over time) with some area schools sending over 40% of their graduates onto the College. Linkages with area high schools and adult education programs remain strong via a variety of initiatives like TechPrep, Early College for ME, and a new Aroostook County Adult Transitions grant project.

Specific

- *On Course for College* – is now the umbrella term for all dual credit initiatives throughout the MCCS. These programs, each with their own mission, link high school students with college academic programs. TechPrep, Early College for ME, HS Aspirations and others are beginning to exhibit the growth projected and expansion into other areas of the state and additional academic disciplines.
- Dual Enrollment
- Tech Prep Agreements
- Early College for ME program
- Faculty and staff.
- Programs and services.
- MELMAC Grant Project – Support Early Success In College: Best Practices In Student Retention – Several initiatives were funded through this private foundation grant. Emphasis on student retention and persistence to graduation are the focus of the project. Several systemic changes in both processes and services have been made as a direct result of this project.
- *ACCEPT to College* – Aroostook County Adult Education Transition Project – Soon to be launched, this project is targeted toward under-prepared area adults. Emphasizing college readiness, this project is expected to link even more closely, area adults with college aspirations to developmental academics and other characteristics associated with college success.
- TRiO/Student Support Services Project
- Carl Perkins Special Populations Project
- Academic Success Center – This service represents how the College responds to data that does not meet expectations. Progress reports, student comments, focus groups and administrative oversight all led to an intense focus on this needed service area. A consultant was hired and the resultant report has served as a blueprint for improvement. This change continues at this time and subsequent assessment activities will further refine and guide the change process.
- Assessment activities
- Professional development opportunities
- Through MELMAC
- Through Husson College agreement
- Through Tobacco-Free Maine
- Through HEAPP

Institutional Effectiveness

As cited in the NMCC Student Handbook, the student affairs area "is committed to the delivery of quality support programs and services. Our goal is to promote an environment in which students feel welcome, important and cared about. Student satisfaction and success are the measures by which we judge our work performance. From admission through graduation, the needs of students are our primary concern and we strive toward continuous improvement in meeting these needs...."

Kaizen or satisficing decision-making processes have been employed as a strategy for improvement throughout the student affairs division. Recognizing that implementing optimal decisions often require resources unavailable at the time, the strategy of making incremental improvements has, over time, significantly improved the quality of programs and services available to students. Numerous techniques have been employed which enable College officials to accurately measure performance against benchmarks. These indicators aid in decision-making and allow the College to compare itself with other peer institutions.

Examples of such indicators are: Student Satisfaction Inventory™, Community College Survey of Student Engagement (CCSSE), MCCS Benchmark reports, IPEDS, MELMAC grant reporting, federal grant reports (TRiO, TechPrep, Carl Perkins CARS), campus 'quickie surveys', content area surveys/evaluations, focus groups, 'Dine with the Deans' and others. Utilizing the data collected and sharing as appropriate is a challenge that has been addressed in different ways and continues to be an area requiring attention. The College has two standing committees addressing assessment activities, the Assessment Committee which has focused on instructional effectiveness and the Student Satisfaction Committee which has focused on student satisfaction as measured by the SSI and, more recently, also the CCSSE. During faculty and employee meetings, individuals such as the College's Director of the First Year Experience have shared data and strategies for improvement. The College's information portal, TALON, has an area for employees labeled REPORTS which gives employee access to several different statistics and reports of interest.

In addition to the previously mentioned instruments and processes, the student affairs staff also assess student satisfaction via the administration of the campus characteristics survey which is given to graduating seniors. This group was chosen because it was felt that they would be among the least threatened by giving honest feedback to the college. Resident students are asked to provide evaluative data annually on staff and programmatic effectiveness. Students also provide feedback via evaluation instruments at various campus events such as new student orientation. Program modifications are made as a result of such feedback. One such modification was the increase in amount of time spent doing hands-on activities with the student information portal - TALON.

PROJECTION

As the population of NMCC students continues to age, the need for additional sections of evening classes in a wider variety of areas will continue to increase. This will place greater demands upon the faculty to deliver the classes at times convenient for working adult learners and to explore alternative methods of delivery.

The need for academic support and counseling services will continue to increase, not decrease. The efforts to increase the number of area residents receiving college degrees will place increased burdens upon an already under-supported area. The College expects to continue utilizing grant funded services wherever appropriate. Extending those services to populations that do not meet grant guidelines will continue to challenge the existing staff and force ever more creative ways to meet the anticipated increased demand. Recognition of the role counseling services play in student success will need to be emphasized by existing staff and substantiated by data in order to increase institutional support for future growth.

Institutional financial commitments to counseling and academic support are minimal and predominantly supported by grant funding. The college remains vulnerable to the whims of the legislative process with respect to these vital services. While the importance of these services have been both documented and recognized, program expansion will be restrained until additional resources are identified and allocated.

The Academic Success Center is currently experiencing major revisions to mission, purpose, personnel, oversight, and accountability. Utilizing the guidance provided by an external expert consultant, Dr. Sara Quay, (workroom document) an internal task force and senior leadership from across the campus, this student support service is reinventing itself into one that both meets the needs of its student customers and supports faculty teaching in ways that faculty find most appropriate. Follow-up and assessment of the services provided are being fashioned into the very fabric of the processes under development with an expectation of continuous process improvement. Although still a work in progress, the Academic Success Center is now serving needs expressed by both faculty and students.

The competitive environment to deliver post-secondary education will continue into the foreseeable future. This means that the ability to capture the attention of our target audience will become increasingly difficult as the number of mediums vying for that attention increases.

The college needs to define its target audience and aggressively defend and increase its market share. The approach that appears to make the most sense for this institution is to shift marketing efforts from a shotgun approach to more of a one-to-one individualized service approach. Campus investments in web, e-mail and targeted direct mail need to be increased. Infrastructure improvements including technological enhancements to work flow will increase efficiencies and free up personnel to increase the quantity and quality of staff-to-student contacts. Without attention being paid to work flow efficiency through technology, staff will experience an unhealthy level of stress.

The competitive environment also heightens the demand for data. Both ready data access and convenient, supportive analysis are lacking. Institutional leadership needs data, trends and other information to adequately make decisions. A learning organization requires that data be readily available and shared with all members of the institution in order for appropriate decision making to occur. By sharing information and learning from each other, the college staff will be able to see and respond to challenges coming from as yet unforeseen areas. It must be recognized that all aspects of the college's business are inter-related and that student success is our primary business.

A major strength of this institution lies in its employees. Attention to the personal and professional development of these people and an open recognition of the contributions they all make toward the success of our students needs to be articulated. Likewise, student successes need to be celebrated as the inspirations they may be for the next generation of students. A certain level of risk needs to be accepted as a normal part of doing business. When things do not occur as planned, lessons learned need to be shared but the attempt must not be considered a failure. Additionally, the college must rely upon its allies and supporters to weigh in on issues important to them.



STANDARD 7:

LIBRARY AND INFORMATION RESOURCES

DESCRIPTION

Northern Maine Community College takes great pride in providing excellent library services and facilities. The mission of the college is to provide students with an opportunity to develop as individuals and to acquire the knowledge and skills necessary for employment or transfer to a senior college or university. The library supports this mission through its holdings, diversity of services and programming, and an inviting physical space.

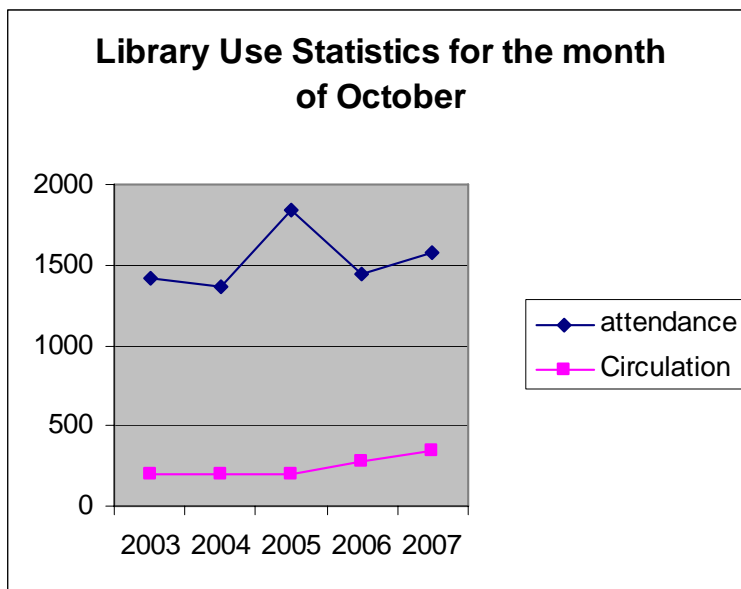
In recent years library funding has been flat or reduced. The library has sought and received grants from sources including The Stephen and Tabitha King Foundation and the Maine Community Foundation.

Library staff consists of one full-time professional, the assistant dean of learning resources; one full-time librarian II; and contract and work-study assistance. Professional staff is available during slightly more than half of the hours of operation. Students are hired to cover evening and weekend hours and to provide some circulation desk coverage.

The library is housed in facilities completed in 2002. The physical plant consists of a main reading and stacks room, staff offices and workroom space, one group study room, and a periodical and archive storage room. The configuration of the reading/stack room allows for comfortable seating in the periodical area; as well as tables and chairs for 58 students. Four private study carrels, equipped with audiovisual hook-up, are also available. Adjacent to the library is a 21-station computer lab. Access to this lab is through either the library or the learning center.

The library provides an in-house collection and remote access via shared database resources, shared on-line cataloging and interlibrary loan. The physical collection consists of 14,000 items, including books, DVDs, VHS tapes, CD-Rom and 170 current periodicals. The catalog is part of the Maine state library consortium system Minerva. It is available on the Internet and allows for user initiated inter-library loans. Through this system, library patrons have access to over 50 libraries, including academic, hospital, public, and k-12 schools. In addition, there is a direct link to MaineCat which includes other Maine collections including the University of Maine System. A statewide courier service among libraries has insured that turn around time for requests for

material from other libraries is minimal. As a result of this guaranteed shared access NMCC has become a net lender in the Neline/OCLC system.



Access to indexing and full text periodicals is available through MARVEL, the Maine Database project. Additionally, this library, along with other libraries in the community college system, subscribes to the CINHL allied health databases and Noodlebib citation software. Other databases are frequently examined for cost effectiveness and relevance to our programs.

NMCC is committed to providing appropriate instructional technology for both classroom and distance education applications. The resource identified by students as most important to them in the 2006 Student Satisfaction Inventory (SSI) report was the college information portal. This resource allows students access to their email, financial and academic records. Included among the features is the availability to notify students of pending ILLs and overdue items. The portal also provides one of the channels of feedback to administration through a comment option which can be used with or without identifying data. As the portal continues to evolve more information resources will be added. All incoming students are introduced to the portal during student orientation.

Further electronic resources available to students include specialized training and testing software through the campus network. Students are introduced to these resources in relevant courses. Bibliographic instruction is provided both on campus and at off-campus centers by the assistant dean. Sessions include basic research, specialized research in nursing and early childhood education, and critical thinking skills. In addition, search aids and instruction are provided via self-directed presentations through the Internet site.

In April 2007, a wireless network was installed at NMCC. Access is available throughout the campus. The library provides secure passwords to members of the public who wish to use the Internet.

The library participates in the Maine Infonet project. The assistant dean occasionally attends meetings with these organizations. A working relationship exists with the library at the Washington County Community College in support of the distance nursing degree program. Students from NMCC have direct access to the libraries of the University of Maine at Fort Kent and the University of Maine at Presque Isle. Recent initiatives with the community colleges in New Brunswick Canada may also lead to expanded services for our students. Relationships with local public libraries, particularly Cary Library in Houlton, also support off campus students. Support is provided to off-campus users via the Internet, email and visits by the assistant dean to off-campus centers. Students at off campus centers also have access to the portal.

Faculty, staff and students are made aware of the college copyright and fair use policies during orientation. Those policies are made available electronically through the library web page. The assistant dean provides written and verbal reports to the academic dean. Student surveys conducted by various departments include questions regarding satisfaction with library services. The library is evaluated for both service and materials on the SSI.

Library policies and procedures are revisited on a regular basis, and those policies are available through the college web site.

Institutional Effectiveness

Assessment of the effectiveness of the library is primarily informal. Data on circulation, interlibrary loan and database usage is systematically collected by the relevant software systems. Other data such as gate counts is collected by a simple tally sheet kept at the circulation desk.

At the present time the college does not have a working definition of information literacy. The College definition of an educated person refers to computer literacy which is not synonymous with information literacy. Assessment of information literacy activities such as bibliographic sessions within classroom settings takes place as feedback is received from instructors and students taking part in the classes. There simply is not time in the single class block allowed for research instruction to cover the relevant material and to formally evaluate student learning of the material. The exception to this takes place in COL 100 the first year seminar in liberal studies. The bibliographic instruction session concludes with a library assignment evaluated by the librarian.

The assistant dean often requests feed back on collection development issues from instructors. Most often these requests for feedback take the form of emails of lists of possible acquisitions or deletions. Whenever possible, instructor requests for materials are met. The assistant dean also makes note of topics that students are researching and attempts to acquire titles for those subjects in which the collection is weak.

APPRAISAL

Staff is often told that the library at NMCC is the most pleasant library facility in the area. The addition, in May 2007, of a children's display area has only enhanced the inviting atmosphere of the library.

At peak times, the library can be very crowded and as a result noise levels are inappropriate. Students studying in groups are encouraged to use the group room. In the past two group rooms were available and in regular use. Regaining the second group room would begin to address this issue.

Through grant funding the library was able to increase the collection size with particular emphasis on arts and sciences. Maintaining technical currency, particularly in the allied health fields, remains a challenge.

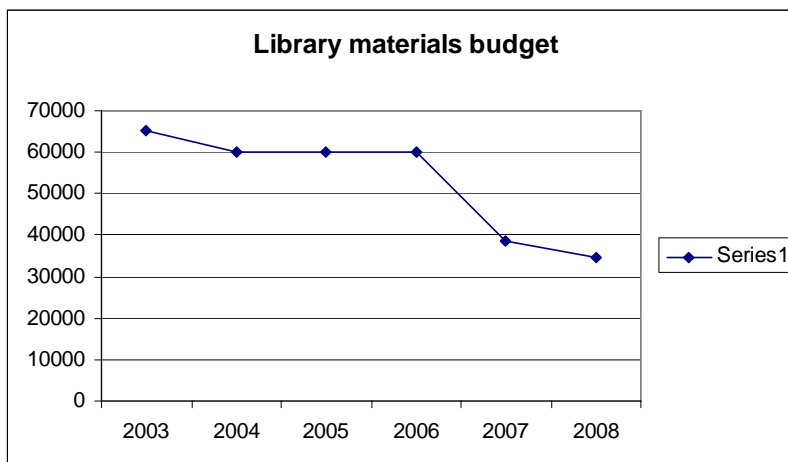
The expertise of the current library staff is a definite asset. The librarian II has served the college for over 20 years and knows the collection, the students and the traditions of the college. Ideally a part time professional should be hired to increase services during weekend and evening hours.

The State of Maine provides all but one of the periodical databases used by NMCC. This has the advantage of providing more databases with greater scope of coverage than was possible before the state initiated the program. However, it also means that the choice of databases primarily resides with the Maine State Library which has a bias towards public and school libraries rather than academic libraries.

The addition of a wireless network to the college infrastructure has made a significant impact. Combined with the media lab attached to the library demand for internet access is currently being met.

Currently the assistant dean provides bibliographic instruction primarily in the English composition class and two others as a part of the regular syllabus. Adding additional instruction sessions in specific subject areas would be a benefit to students.

A variety of methods for appraising library services and functions exist. Student satisfaction surveys and data collected in support of program accreditation highlight the use of and appreciation for the library. Feedback from faculty and students following bibliographic instruction sessions indicates satisfaction with the material presented. However, the small staff size does not allow time to do in-depth analysis of user feedback.



Financial support for the library has been adequate to maintain the present size of the collection and to maintain current staffing levels. However, the combination of a rigorous weeding policy for removing out-of-date materials combined with a flat or decreasing book budget may lead to a smaller overall collection.

PROJECTION

Any changes in the mission and services provided by the library are, of course, dependent on funding. For the foreseeable future the library and information services at NMCC will continue on the same course. Emphasis will be on maintaining the collection and services to meet the needs of the college.

If funding allowed, the first priority of the library would be to increase staff. A part-time permanent professional with responsibilities for evening and weekend hours would provide improved services to students enrolled in courses meeting at those times.

Reconfiguring the floor plan would also be a possibility with additional funding. For example, some students have requested additional individual study carrels, while others have asked for more group study spaces. Reclaiming the second group room in the library from its current use as an office would meet the group needs.

Materials format is another area which may see changes in the future. Currently the library does not acquire electronic books for the collection. This decision is based on two factors, first a lack of demand and second concern regarding the impact on printer resources. As the academic market place moves more towards electronic delivery of textbooks this decision may have to be re-examined. Other libraries in the Maine Community College System have already begun to use eBooks. They will be consulted about their experiences before a decision is made.

Finally the ability to retrieve more of the periodical literature in electronic format may give rise to a reconsideration of hard copy holdings. Currently the library maintains 3 to 5 years of back files of periodicals. It may become feasible to carry shorter runs or to retain only specific periodicals. If this becomes the case the current storage room may be used for a different function.



STANDARD 8:

PHYSICAL AND TECHNOLOGICAL RESOURCES

DESCRIPTION

Physical Resources:

The Northern Maine Community College campus consists of 87 acres within the city of Presque Isle. 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 the former military base. The existing infrastructure (water, sewer, electrical and streets) established the framework for the layout of new construction. During the last 43 years most wooden buildings have been replaced with more permanent structures. With the exception of some of the older military structure such as the former base chapel (currently leased to the Temporary Shelter for the Homeless) and the former base laundry (currently 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.

Meeting the mission of the college and the needs of students and employees guides the use and development of facilities on campus. The college community believes that the facilities the college enjoys are primarily for the benefit of students and their learning, whether it be in the classroom or during a pick-up game of one-on-one basketball. Investments in buildings and grounds have resulted in a campus which is modern, student friendly and welcoming. It is the desire of the college community to maintain that collegiate, secure and friendly environment.

The campus is divided into three "zones": residential, instructional and recreational. Classrooms and other support structures constitute approximately 290,391 square feet within 29 buildings. Classrooms, labs, library, gymnasium and offices are contained within four primary structures of masonry and/or steel construction. The largest structure, the Christie Complex, houses the E. Perrin Edmunds library and conference center, information technology office, gymnasium, academic success center, lecture hall, student services offices, business office, development office, continuing education office, general education classrooms, computer labs, nursing and allied health department, electrical/ electronics labs, sheet metal lab, drafting labs, and science labs. In the fall of 2006 Husson College entered into an articulation and facility use agreement

with NMCC. NMCC provides students enrolled in Husson courses with the use of facilities and many other amenities of a college campus, including library and technology resources.

Four other buildings are included in the instructional area. The John Martin building is attached to the Christie Complex and contains the bookstore, student lounge/study area, computer labs and classrooms, and the offices of the president and vice president. The Mailman Trades Complex is primarily made up of large labs for residential construction, plumbing/heating, automotive technology, diesel hydraulics, and welding instruction. The auto body program is housed by itself in a steel-framed building.

The residential life area consists of the health center office, one traditional dormitory (Andrews Hall), three apartment style buildings (Aroostook, Penobscot, and Washington halls), a suite style dormitory (Paris Snow Hall), and a dining commons (Reed Commons). Wood-framed buildings are used for storage and maintenance facilities. In excess of 500 parking spaces are provided for commuting students, residential life students, staff, faculty, and visitors. These areas are paved and lighted with designated spaces for handicapped parking.

Two of the residential life facilities have entry doors which are secured with an access control system. These two buildings are Andrews Hall and Snow Hall. Both of these facilities have a dormitory style design. Access into Andrews and Snow halls is by proximity cards. Cards are only assigned to those living in or requiring access to these secured facilities. The residential life director is responsible for identifying people who need access to these secured facilities.

Additional residential life security is maintained with 9 remote video cameras, each has power back-up. Digital video is recorded and stored for 14 days. There are an additional 12 security cameras placed throughout the Christie and Martin complexes.

The Tech Prep and Early College for Maine offices are housed in a portion of the first floor of Andrews Hall.

Recreational facilities are provided for all the campus community to enjoy. These areas include a lighted softball/soccer field, lighted exterior tennis court, exterior basketball court, multi-use gymnasium, racquetball court, free weight room and cardiovascular training room.

NMCC has an off-campus center in southern Aroostook located in the Houlton Higher Education Center. Other NMCC off-campus centers are located at Fort Kent and Ashland secondary school facilities.

The physical plant department is responsible for maintenance and housekeeping. The responsibility for security of the campus is supervised by the director of finance. Major maintenance/renovations may be contracted on an as-needed schedule. The college owns six passenger vehicles, five maintenance vehicles and miscellaneous grounds keeping equipment which are all part of the physical plant.

All members of the campus community are involved in health, safety and security training and implementation measures. A health and safety committee meets regularly to address concerns

reported by faculty, staff, or students and by regulatory agencies. A consulting engineering firm has been selected to complete an environmental compliance audit to guide the college in assuring that appropriate procedures are in place to maximize a safe and healthy learning and work environment in compliance with federal, state and local regulations. The consulting engineering firm will help the college to update its integrated contingency plan and provide training, beginning in fiscal year 2008. All new construction and renovations are designed and maintained to allow parking and access for all individuals.

There is a facilities, campus appearance and access committee in place to address issues relating to new and existing structures, campus appearance and access as they relate to the fulfillment of the college's mission. A schedule for deferred maintenance of roof replacement/repair, capital equipment, and residential life furnishings has been developed and is being implemented as funds become available. Maine voters passed a capital improvements bond of \$26.4 million for the MCCA in the fall of 1999. NMCC's portion, \$3 million, provided for expansion of the library and the academic success center, as well as for classrooms and a conference center

Technological Resources:

The campus network infrastructure is composed of 37 Windows, Netware, and Linux servers 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. There are 15 Enterasys layer 3/4 Switches and 1 core campus Enterasys switch with 18 1Gbps ports and 48 10/100 ports as well as 10 10/100/1000 layer three and four switches campus-wide.

The college has implemented two wireless networks. The first is a multi-site wireless connection to the college's auto-body and maintenance buildings. This allows these areas to connect to the campus network for Internet, academic and collaboration software, as well as facilities management applications. The second wireless network provides access across the campus. Through a donation to the major gifts campaign, the college has been able to install the infrastructure, access points, and controllers needed to provide reliable and secure access to the Internet and college resources for the community, students, faculty and staff. This new wireless network has allowed the college to move forward with a pilot Mobile Integrated Technology (MIT) initiative for the fall 2007. This initiative urges students to have a notebook computer, software, and wireless access for integration into the curriculum of one business technology program.

The Maine Community College System (MCCA) ATM Project completed a 45Mbps connection between campuses, giving each college access to a 5Mbps Internet connection, and implemented Voice over IP between each college resulting in toll-free calls to each college and each college's local calling area. New firewalls were also installed under this project to provide security from the Internet and other external networks. In the summer of 2002, the MCCA completed the ATM Project. Since that implementation the bandwidth requirements of the college have grown. Internet and video-conferencing traffic have increased due to the partnerships and the methods of receiving information. All areas of the college continue to expand and integrate Internet resources into their programs. Internet bandwidth and conductivity is a critical part of course delivery. Due to this growth, the MCCA is currently looking at a new ISP and WAN configuration to give campuses greater bandwidth and control.

A new phone and voicemail system was installed as of August 2002 with 336 digital and analog ports. This brought many new features such as caller ID, messaging, and other digital functions. As the college continues to renovate and purpose existing facilities and functions across the campus, there will be an increased need for phone system expansion and the integration of more VoIP conductivity.

The college has implemented an IBM iSeries model 520 for Administrative functions such as housing student information, SIS applications, and other college related business applications and data. This iSeries platform also houses Washington County Community College's student information system. This sharing of personnel and resources has benefited both colleges financial and technologically. The college also has an iSeries model 270 that has been used for student programming and operational classes and may be used for backup in the event of a catastrophic failure.

The college currently has four classrooms with Polycom video-conferencing units and one portable unit. These classrooms have been used for receiving and delivering courses through the Houlton Higher Education Center, Husson College, EMCC, and WCCC. The campus is connected to each of the other colleges in the MCCS either by site to site connections or by a multipoint conferencing bridge which can connect all the colleges together in a single video-conference. NMCC is also connected to the University of Maine System by a 1.5Mbps connection which allows video-conferencing with all UM, MSLN, and ATM sites in the state. In the fall of 2006 video-conferencing to Husson was added by a 1.5Mbps connection to the Bangor campus. This use of technology has expanded the courses and programs available to students at NMCC and the other higher education intuitions involved.

The campus has a total of 27 LCD projectors; both ceiling mounted and portable units. There are approximately 233 student access computers and 134 staff/faculty computers which gives the campus a total of 367 computers. The college has 6 general computer labs and 4 program specific computer labs.

In March 2003, in-house development of a web-based information portal began. The objective was to create a single point of contact for information required by students at any time or place. The first priority was to address student grades and billing. These features were implemented during the summer of 2003. In response to feedback from the campus community additional features were added. Students now have access to book lists, bookstore balances, parking permits, general student information update, class schedules, room schedules, financial aid information, attendance warnings, dismissals, mid-term grades, and snack bar balances. Faculty and staff have access to advisee lists and general information, class lists and schedules, health information, grade submission, events calendar, and campus forms. The campus portal draws information from a variety of databases and servers. Now in its fifth year of operation, the portal continues to receive development and enhancements.

The residential life area has approximately 288 Ethernet ports on 10Mbps hubs as well as a new wireless network available in some areas, with plans to increase coverage. All residential life facilities have access to the Internet and campus resources via the wireless network. As of the

fall 2007 the college was providing access to approximately 140 students in the residence life area.

The information technology office is responsible for academic and administrative technology development, installation, and support. There currently are three full-time information technology office staff (director of physical plant and technology, programmer, and information systems support specialist II and one part-time information systems support technician shared with Washington County Community College.) Contract and work study help varies from year to year but the office averages one or two such helpers throughout the year.

APPRAISAL

Strengths:

Generally accepted strengths of the college include the Life Sciences renovation in 2005 which undertook the modernization of both the physics and biology laboratories. The college takes pride in its highly acclaimed Life Sciences programs, and these programs demand state-of-the-art facilities in order to maintain their high academic standards.

The in-house development of a web-based information portal has been a major enhancement to the lives of the students, faculty and staff of NMCC. Many service-oriented interactions have been incorporated into the NMCC portal to meet the needs of all users. Students are able to manage their academic careers in a way that was not possible prior to the development of the portal. The portal has freed up time for faculty and staff because the students are able to do many of the routine tasks themselves, whereas in the past these tasks would involve waiting in line for a faculty or staff member. Some examples of these routine tasks include printing of schedules and book lists, as well as paying bills – all of which can now be accomplished through the portal without the assistance of a faculty or staff member.

Combining the information technology office and the physical plant division of the campus has melded technology with buildings in order to save money. The Christie Building and Andrews Hall boiler and controls project, as well as the Honeywell maintenance contract are examples of this. The Christie Complex Domestic Hot Water Project has yielded savings of \$15,000 annually by changing the way we heat our domestic hot water. Demolishing old, inefficient structures and consolidating offices have netted savings to the college as well.

The expansion of video-conferencing and distance education has allowed the college to increase enrollment by reaching areas outside reasonable commuting distance to the college.

Software purchasing agreements with University of Maine and other MCCS campuses have reduced the cost of licenses for critical software.

The addition of a wireless network (summer 2007) has allowed greater access to information and network resources throughout the campus. With this wireless network in place, the college has implemented the Mobile Integrated Technology (MIT) initiative whereby students in one business program are urged to purchase their own laptop for use in wireless classrooms. With this initiative NMCC has made available to students a notebook lease program (with an option to

purchase.) As other NMCC programs of study get involved in this MIT initiative, the financial burden of replacing a computer lab every year would be diminished.

Audio/Visual support responsibility has been added to the IT office and is provided to anyone using our facilities. A receptionist has been added to information technology and physical plant offices to provide support with the administrative workload, as well as presenting a first point of contact for anyone coming in to the IT office needing assistance.

Reliability of the systems is ensured by several policies and procedures. All servers are tied into an uninterruptible power supply so that these devices can continue to run for a period of time after a power outage. The estimated run time of key systems without power is one hour. The UPS gives us time to properly shut down servers and other critical hardware after a utility power outage occurs.

The college maintains a minimum RAID1 or RAID5 on all servers. RAID is an acronym for redundant array of independent disks and refers to a data storage scheme using multiple hard drives to share or replicate data among the drives. The benefit of RAID is to increase data integrity, fault-tolerance, throughput and/or capacity, compared with single drives. In the event of catastrophic failure of one of our server hard drives, the RAID system will allow a server to continue to function without loss of data. Also, the college has installed redundant power supplies on most key servers and network hardware.

A software package called GoBack has been installed on all classroom computers to ensure functional computer rooms. This software will revert a computer hard drive to its original configuration each time the computer is rebooted. For example, if a student infects a college computer with a virus while they are logged on, the computer only needs to be rebooted to get rid of the virus and restore the computer to its original configuration.

The integrity and security of data is maintained by adherence to a backup procedure. Key systems are backed up on tape and these tapes are stored off-site. Restore tests are done yearly to simulate disaster recovery.

The college restricts access to the main computer room to a small number of authorized individuals. This room is climate controlled and monitored by a security camera. The main computer room is also located in a high-traffic area of the college. The wall that borders the high traffic area is mostly glass, so people can see what is happening in the room, thereby giving the college an added layer of security.

Privacy of individuals is maintained in accordance to the Family Educational Rights and Privacy Act of 1974. The campus portal has footnotes reminding instructors of this policy. The information a portal user sees is strictly regulated by an authorization policy developed by the college. Students can only see information on themselves. Authorized parents can only see information on the student that authorized the parent's access. Faculty and staff can only see information on students they are authorized to see in accordance with FERPA regulations. The college's dean of students interprets the FERPA regulations and grants authority accordingly.

To further protect an individual's privacy, the college has stopped using Social Security numbers as a means of identifying students. The college currently generates and assigns a random identification number to each incoming student.

Integration of building systems has become a part of the college's master plan. Integration provides savings by allowing the college to manage the energy it uses. Electricity and fuel usage are monitored and trends are analyzed in order to preemptively spot problems or inefficiencies. Heating and air conditioning is monitored and programmed so that it will only be used when needed. A monitoring system is also in place for fire alarms, heating system failures and door props on restricted access doors. Telephone usage and costs are analyzed in order to make sure we are utilizing this resource in an efficient manner.

Technology is the key to the integration of campus resources. Access control, surveillance and building system communication are all accomplished by various hardware and software components. These components collect data which can be analyzed. The information gleaned can be used to aid managers in planning for the future, current decision making and current cost savings.

Safety auditing, compliance, and training have been recently structured so that the college has solid documentation of all aspects of these issues. Alternative methods for employee training in related safety programs are being researched. Online computerized training programs allow employees to access safety training programs when it is convenient for them. Streaming videos and recordings of training sessions are being developed as well as a safety training database that has been developed for recordkeeping. These items are addressed by the health and safety committee and ensure that the campus health and safety programs are current and in compliance.

NMCC's approach to campus safety and security is multi-faceted and involves all members of the campus community. The campus health and safety committee is a standing committee and meets regularly. This campus has an existing health and safety program and the health and safety committee updates all safety programs on an annual basis or as required. During the maintenance and/or upgrades of these programs, many of the training components are shifting towards being offered electronically for convenience and better tracking/recording methods. The college utilized Maine Municipal Association's online safety training programs in 2006 and will continue for annual training compliance needed for all employees.

The health and safety committee updated the crane safety program in 2005. The crane in the diesel hydraulics shop was inspected shortly after. Another inspection was recently done as required annually by OSHA. Training on crane safety is provided for all individuals who will use this equipment. This program can be accessed on the college's website.

The committee upgraded the campus energy control program in 2005/2006. Included in this program are three fundamental components: 1) energy control procedures, 2) employee training, and 3) program inspection. When the new energy control procedures were developed for all campus equipment that required releasing stored energy and must be locked out, photographs of each piece of equipment were added to each procedure during this upgrade. Another added feature was that all the procedures were stored electronically for ease of update and/or removal

when the equipment no longer exists. A formal process was implemented for the creation of new energy control procedures as equipment is changed or added. This program is currently under review/update with the campus health and safety committee. This program can be accessed on the college's website.

The committee reorganized all campus MSDS books as well as the master MSDS book required in the Hazard Communication standard in 2005. The health and safety committee is in the process of upgrading the hazard communication program. New features of this program include more focused training for employees which identifies the chemicals that they use and/or are exposed to in their work areas. Another feature added was revised procedures for continual maintenance of the MSDS books which adds and removes MSDS sheets as products are added or removed from use. This program can be accessed on the college's website once completed and approved.

In 2005/2006, a campus wide hazard assessment was completed for future program developments and/or upgrades. This assessment identifies all hazards that are in the workplace. Examples are: noise levels; mists; smoke; fumes; dust; heat/cold temperatures; exposure to chemicals and toxins; protection from flying particles from grinding and other eye hazards, including heat, ultraviolet, infrared, and reflected light radiation; protection for electrical shock; arc flash; and head protection. Completion of this campus wide hazard assessment will assist the safety committee in their commitment to either new or upgraded safety programs where a task of the health and safety committee.

The committee created a new blood borne pathogen exposure control program during the 2006 academic year. A new video for employee training was selected, exposure levels were assessed by individual work position and varying levels of employee training were identified to include offering the necessary hepatitis vaccination shots for all employees who were identified to be at risk. This program will be up for review annually and can be accessed on the college's website.

The committee created a new hearing conservation program in the 2006 academic year. Noise levels were updated during the previously described hazard assessment and a new program was generated with new audiometric readings. Employee training was upgraded and hearing protection remains available for all exposed employees. Baseline hearing audiometric testing continues to be maintained for all new employees and audiometric testing is conducted annually as required. Any test that exceeds OSHA's standard threshold shift is reported on the OSHA illness and injury report as required. This program can be accessed on the college's website

A new confined space program was developed in 2006. All spaces were identified. Warning signs were placed by each confined space as required. Campus employees are not to enter these spaces so confined space entry training is not required. Training on the location of these spaces and the prohibited entry rule is covered annually for all employees and students. This program and an electronic map of the identified spaces can be accessed on the college's website.

The health and safety committee is currently working on developing a new emergency action plan. The previous plan addressed evacuation in the event of an emergency but new procedures are needed due to current trends in increased terrorism threats and school shootings occurring

throughout the nation. The health and safety committee has currently held meetings with local fire and law enforcement officials to obtain information on alarm systems and options on reporting methods. A campus emergency management group has been identified and will be incorporated in the overall plan when the program is complete. A secondary alarm system (beyond the fire alarm system) is being investigated for notifying employees and students to remain securely in place for lockdown purposes.

Training for employees that may become exposed to electrical flash was completed in 2006. This is a requirement of NFPA 70E. New personal protective equipment was purchased and each exposed employee has received training on how to protect themselves from electrical arc flash dangers that exist in electrical panels and breakers and similar devices.

During the spring/summer of 2007 the residential life networking infrastructure received a major upgrade which will address the present and future needs of students.

Weaknesses:

While the life sciences laboratory renovation in 2005 provided new laboratories, we are still lacking equipment for these labs and will need to secure funding to complete this project. The college needs to expand the space for the Allied Health and some Trade & Technical Programs. The demand for these programs is high, but the physical space is limited.

Lack of an on-site childcare facility is a hindrance to both our Early Childhood Education program, as well as to the student body at large. An informal poll has shown that 25% of the current ECE students would benefit from the availability of a child care facility on site. Ten percent of those responding had more than one child that would meet the 3-5 year age requirements. Providing this service to all students would increase enrollment to the college as there are many who cannot afford to pay for child care while they are students. An on-site childcare facility would also provide a "lab school" at the college where the ECE students taking field experience I, II, and III could get required hours, as well as where the children's literature groups could meet all their requirements. Adequate funding, liability and space issues currently prevent the construction of such a facility.

Staffing levels are strained in the IT and physical plant areas. Maintaining the college, ensuring environmental and safety compliance, audio/visual support, wireless/notebook support, help desk functions, preventative maintenance, training, software development, institutional research, federal and state reporting are all done with a small staff. Internal environmental and safety auditing cannot be done due to staffing levels.

Deferred maintenance due to funding challenges has hindered our facilities and IT infrastructure. The college has not been able to replace a computer lab with new equipment for over two years. For the college to keep its computer technology current we need to replace one lab each year. Networking switches were purchased in 1998 and building controls were purchased in the late 1980's and are outdated. Building roofing systems were also installed in the 1980's, and are at the end of their lifecycle and in need of repair.

State bond packages to fund community colleges are not always enacted by the legislature or passed by voters. When packages are passed, system funding formulas have not provided adequate amounts of funding to NMCC because the formulas are based on enrollment, and our enrollment numbers are not as large as most of our sister colleges in the southern part of the state.

The college is challenged with ongoing environmental and safety compliance issues. Many institutions have an environmental coordinator for such tasks, where NMCC uses IT staff and a faculty member to handle these areas. The state and the federal government continue to require many additional unfunded mandates. Training is a never-ending mission which, again, should be handled by a full-time staff member.

Energy costs are at an all-time high. Fuel prices in remote, northern Maine are always above the national average, and we consume more fuel than the national average due to the low yearly temperatures that we experience. Northern Maine has only one provider of electricity which has raised their rates by 34.3% over the past two years.

Institutional Effectiveness:

The campus Information System network, both wired and wireless contain the arteries through which information flows throughout the campus. Given the mission-critical nature of this infrastructure, these networks are constantly monitored to ensure stability and uptime. The networks are checked regularly to ensure security and monitor usage.

The safety training database that was outlined in the appraisal section of this standard is instrumental in examining and evaluating the effectiveness of the NMCC safety program. Although the current safety auditing, compliance and training structure is only two years old, the college has seen a steady improvement in its insurance rating as a result of this re-structuring. This insurance rating is assessed by the Risk Management division of the Maine State Government.

The college's contract with Honeywell has resulted in the implementation of a preventative maintenance schedule to keep the college's building systems running at peak efficiency. By monitoring Honeywell work orders and college work orders along with electricity and fuel usage, trends are analyzed in order to preemptively spot problems or inefficiencies. Heating and air conditioning is monitored and programmed so that it will only be used when needed. A monitoring system is also in place for fire alarms, heating system failures and door props on restricted access doors. Telephone usage and costs are analyzed in order to make sure we are utilizing this resource in an efficient manner.

A security consultant was hired in 2003 to evaluate campus security. Based on the consultant's recommendations, as well as the college's Student Satisfaction Inventory, the college expanded the nighttime illumination of the campus grounds and will continue to analyze the Student Satisfaction Inventory and other surveys to gain feedback on campus lighting.

The Information Technology department has the capability to quickly create and deploy online surveys to evaluate student satisfaction with the college's physical and technological resources. Feedback from students can help to quickly identify and resolve problems.

The Information Technology department is also responsible compiling the vast majority of institutional research conducted by the college. The Information Technology department continually collects, compiles and disseminates data to various stakeholders in accordance with FERPA regulations. This institutional research is one method by which many different aspects of institutional effectiveness are gauged.

PROJECTION

In 2006, Northern Maine Community College and the NMCC Foundation initiated their first-ever major gifts campaign for the institution to raise \$2 million to support both student scholarships and instructional technology, as well as to assist the college in new and ongoing efforts to respond promptly to community needs. There are three funds that will be supported with gifts raised through the campaign:

- The Accessing Opportunity Fund, will allow the College Foundation to provide financial assistance through endowed scholarships and awards to deserving students.
- The Investing in Innovation Fund is a technology endowment fund that will ensure the college can keep pace with changing instructional technology.
- The College and Community Advancement Fund will provide an immediate source of funding, allowing NMCC to launch new curricula and respond promptly to evolving community needs.

Nearly all of the weaknesses in the Appraisal section of this standard relate to funding. The college is hopeful for a successful major gifts campaign to alleviate some of these funding issues and provide a continuous revenue stream which keeps pace with changing instructional technology.

Northern Maine Community College has developed a Campus Master Plan in order to maintain an ongoing evaluation of its physical and technological resources. Campus planning involves identifying needs, researching the feasibility of meeting those needs and analyzing the results of any and all implementations. The potential sites for future building projects and the demolition of obsolete structures are also included in the campus master plan. Input for identifying campus needs comes from a strategic planning committee, faculty and staff, advisory committees as well as the community at large. Factors affecting campus planning include existing structures, existing and future utilities, landscaping, traffic and parking. The current master plan has been expanded to include areas such as security, technology, utilities and building systems.

Campus security is an extremely high priority for NMCC. We must maintain and seek to expand the nighttime illumination of our grounds. Access control to residential life facilities, classrooms and buildings must be regulated for security reasons. Surveillance of parking lots, entrances to buildings and classrooms has become necessary to prevent or deter unwanted behavior. The

college needs to investigate revenue sources for installation of a campus wide access control system.

The college will continue to fund all necessary repairs to provide a safe and healthy environment for the entire campus community and to maintain compliance with local, state and federal regulations. A capital plan for replacement of equipment has been developed by the college. This plan will be implemented as funds permit. Additional funds are necessary for full implementation of this plan. The capital plan is the key to the strategic planning/budgeting process. The use of state of the art technology will continue to expand the partnerships with other educational institutions and provide greater access and opportunity for the students of NMCC.

Wireless conductivity, network security, control, and increased bandwidth will be driving factors in the next few years. High speed, anyplace, anytime access to the Internet, college resources, and services are a requirement for students living on campus. These factors will require NMCC to fund major hardware, software, and building technology changes.

The MCCC is actively seeking support through state legislative bond initiatives for facilities maintenance and expansion. A bond issue for campus maintenance and instructional equipment is being proposed by the MCCC in this current session of the Maine legislature. If approved by the legislature and the voters of the state, NMCC will receive approximately \$700,000 for campus projects.



STANDARD 9:

FINANCIAL RESOURCES

DESCRIPTION

NMCC is financially stable as demonstrated by the status of its financial resources from the system level, financial audits, unrestricted fund balance and plant reserve fund. Up until the last fiscal year, the college has maintained a balanced budget, while relying on the philosophy of increasing cost efficiency within each department and maximizing investments made without disrupting the quality of students' learning experiences. Last year was an exception as a result of the startup of the Major Gifts Campaign and the upfront costs needed to manage this campaign. The goal of the Major Gifts Campaign is to raise \$2 million in funds to support the college in scholarships, equipment and other areas of greatest need.

Almost all of the current operating fund revenue is used for educational purposes and programs. The college has been successful in obtaining outside grants, including the MELMAC grant, TRIO grant, King Foundation grant for library resources and EMS-C grant for pediatric training and equipment; as well as bond referendum support with the passage of the 2003 Equipment Bond and special project allocations. This has enabled the college to provide resources to meet educational objectives and to provide resources for institutional improvements, including the renovation of the Life Sciences labs. The college's strategic plan is used as a guide to allocate revenue and expenditures dedicated to fulfilling the mission and vision of this college. Final funding decisions rest with the president and management team.

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; although not due to a narrow base of support. Even though increased funding has been provided to the MCCC by the state legislature, the increased amount of appropriations is not proportionate to the increases in expenditures NMCC is experiencing. Support from local legislators has provided a strong voice for NMCC, but the current economy is proving difficult in maintaining the funding resources needed to operate.

The college's budget process begins in late February or early March with the distribution of Excel worksheets/templates to the members of the college's management team corresponding to their areas of responsibilities. The team members are responsible for the completion of the non-personnel segments of worksheets for each specific unit of responsibility and receive input from program faculty, staff, and/or administrators proposing funding levels for general operating,

equipment, and student personnel services. By the end of March or early April, the preliminary budget assignments are completed and provided to the director of finance and the general accountant III, the “budget team” responsible for the accumulation of budget information. The budgets are reviewed and compared to activity in the current fiscal year and current fiscal year budgets. Meetings are held with the various budget preparers to discuss the development of their requests and their rationale. By mid-May, a first draft of the overall budget is prepared by consolidating the various unit budgets. Subsequent drafts of the budget are prepared and reviewed, reflecting decisions regarding funding and program expenditures. As budget decisions are made, these changes are subsequently reflected in the monthly distributions for each specific unit. All fiscal policies, including those related to investments, insurance risk management, contracts and grants, fund-raising, and other institutional advancement and development activities, are published in the MCCA Accounting Principles Manual and the MCCA Policies and Procedures Manual. This is supplemented by the policies and procedures outlined in the NMCC Faculty and Staff Handbook. The annual budget reflects the college’s benchmarks for capital expenditures and professional development.

NMCC ensures the integrity of its finances through prudent financial management and organization. The director of finance and the NMCC president consistently monitor expenses, identify anomalies, seek explanations and make adjustments to ensure a balanced budget. Appropriate control mechanisms established in each cost center require the area supervisor and the director of finance to approve any purchases made at the college. A follow-up procedure ensures that goods and services are properly received and that all assets are included in the inventory control system. All purchases 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 if needed. Upon receipt, the orders are reviewed for accuracy and completeness and invoices are 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.

The policy for fund-raising efforts is clearly stated in the Faculty & Staff Handbook, section 64203:00. The MCCA board of trustees is solely responsible for the receipt and acceptance of aid, money, or property to carry out the educational goals of the system. The focus of NMCC’s fundraising efforts is in the form of direct grants for programs and donations of instructional equipment and supplies. The Northern Maine Community College Foundation has procedures and guidelines in place and focuses primarily on financial assistance for students in the form of grants and scholarships and, with the Major Gifts Campaign underway, will begin supporting equipment needs and community/college advancement as well. The Foundation staff and faculty have utilized all gifts for the designated purpose. The Foundation’s board of directors reviews and approves the Foundation’s financial statements.

The financial aid office administers a wide-ranging program including scholarships, grants and loans. All entering students are encouraged to apply for financial assistance, as the guidelines for different categories need to be assessed on an individual basis. An experienced staff administers financial aid services and oversees the awarding of all federal Title IV funds including, Pell grants, ACG, Gear-up, Supplemental Education Opportunity Grants, College

Work-study, Stafford Loans, and Parent Loans for undergraduate student programs. The college also administers State of Maine, Early College for Me, and Early Childhood Education grants. Alternative loans have increased from one (1) loan in FY02-03 to twenty-two (22) loans in FY06-07. Both in-house and outside scholarships are awarded on a regular basis. Approximately four million dollars is awarded to students annually. On average, some seventy-nine percent of both full-time and part-time students utilize this service.

The institution's budgets will be available electronically for the on-site visit to illustrate that resources are allocated to support the mission and vision of this institution. The annual budgets are submitted to the MCCC office for integration into a composite MCCC budget, which is forwarded to the board of trustees for approval. All operations related to the institution's federal grant programs are included in the scope of the OMB Circular A-133 Audit.

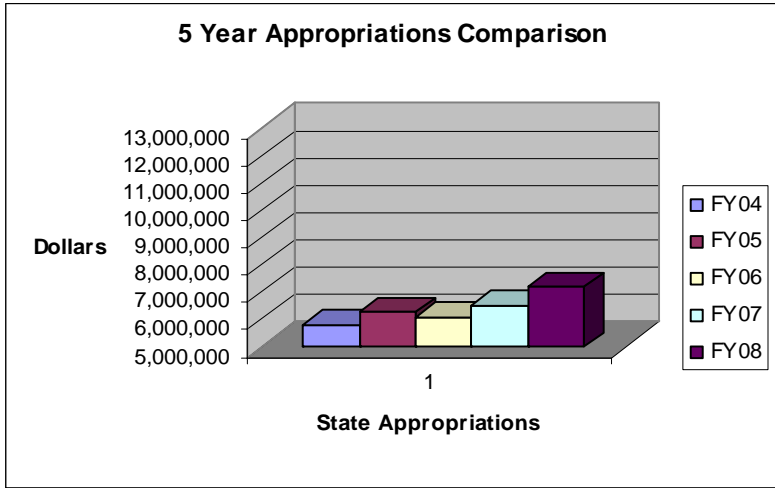
NMCC has developed an appropriate fund balance by effectively managing its resources while continuing to achieve its purposes and objectives. The college has maintained ratios that are comparable to other campuses within the Maine Community College System.

Should recommendations be included in the auditors' annual management letter, the president and the director of finance respond to them. Necessary corrective action is immediately taken to eliminate the situation which caused the recommendation. The business office provides area managers with a monthly financial report. This report compares budget to actual expenditures. All material variances are analyzed and reviewed by the president and the director of finance. This enables the college to maintain a balanced budget and to deliver a quality education to its students.

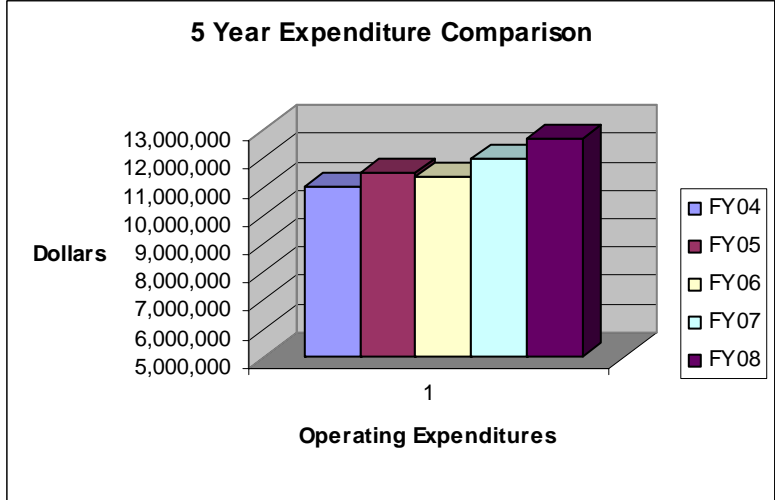
APPRAISAL

The budgeting process and the control provided by financial policies and procedures of the MCCC and NMCC enable effective management of the college's resources to sustain the achievement of its educational objectives. The internal controls and systems of balances have provided ongoing financial stability. The college's fund balance and reserves have allowed the college to respond to financial emergencies or critical issues/needs that were not budgeted without financial harm to the college's educational programs; however, over the past two years, with the small increases in appropriations and larger increases in operating expenses such as health insurance, fuel oil and electricity costs, the college will be hard pressed to keep those reserves in place for any extended period of time.

The revenue from tuition and state appropriations has allowed the college to maintain a stable and viable status. With the existing fund balances and ongoing state revenues, the college maintains the financial capability to graduate each entering class. The college is fully aware of the less than adequate increases of state appropriations for the community college system to continue to maintain the goals set forth in the strategic plan for growth as a comprehensive community college system. Therefore, it is vital for the college to have additional funds available for upgrades to the college's infrastructure so that appropriation funding can go towards graduating these classes. The passing of the 2003 Equipment Bond, which provided the MCCC



with \$12 million in funds, with \$900,000 earmarked for NMCC to complete renovations in the science wing, infrastructure upgrades and equipment, is a good example of this type of additional funding.



The college has not attained the system benchmarks established for professional development as is documented in the MCCS strategic plan review. This is a benchmark that will need to be reviewed by the MCCS board of trustees Strategic Planning sub-committee as none of the colleges in the system have met this benchmark due to the shift in how training is offered. According to this report, the expansion of technology over the past several years has led to many sources of professional development training available on-line at reduced costs; therefore, funds may not be needed for travel, registration fees, etc.

Currently, the college has attained the system benchmark for capital expenditures. The target for capital equipment acquisition is set at five percent of the previous year's actual equipment fixed asset value, one percent of the previous year's actual current student revenues, and one percent of the previous year's actual current personnel services expenditures. However, capital equipment expenditures have not been maintained at a level that has provided the necessary up-

to-date equipment for classroom and laboratory instruction. Because of the increased funds needed for operational costs with significantly increasing prices beyond inflation rates, fewer dollars are being spent on equipment purchases. In some cases, NMCC is falling behind in technology as compared to the industries we are sending our graduates to for employment; therefore, our graduates may not be as prepared as other potential job applicants due to training on outdated equipment. Since college programs and services rank high as one of NMCC's strengths according to the findings in the comprehensive SWOT analysis done in the fall 2006 semester, it is essential that the college have adequate financial revenues to sustain this reputation.

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 M CCS Policies and Procedures Manual.

All of the equipment and vehicles at the college are coded for inventory control. We have several campus vehicles that have high mileage and require extensive maintenance and need to be replaced. The business office staff takes an annual inventory of all the equipment and vehicles. Since implementation in 1999, the physical inventory has located all the fixed assets of the college, with minor exceptions.

The college has maintained the integrity of its finances by prudent financial management. It has maintained a balanced operating budget, with the exception of the last two years related to the start-up of the Major Gifts Campaign and the costs associated with this campaign. This budget process and control has provided management with information for decision making; nevertheless, the current financial software we have system wide does not provide us with real time information nor allow the college to track encumbrances. Any financial variances have been reviewed on a monthly basis and proper action taken to adjust or correct the variances. NMCC has, and implements, a realistic plan for addressing issues raised by the existence of any operating deficit, with the first step being the anticipation of anything that may cause a deficit and corrective action to avoid it completely. During the past two fiscal years, although NMCC has endeavored to reduce the impact of the operating deficits, more emphasis has been placed on explanations of the deficit rather than the reduction of it.

Fund raising efforts continue to be a high priority endeavor, as is evident with the beginning of the first ever Major Gifts Campaign to raise \$2 million in funds. All appropriate donations are accepted by the M CCS board of trustees and are used to carry out the educational goals of the system. The comprehensive SWOT Analysis, conducted on campus in the fall 2006 semester, listed the support of the external community and related partnerships that exist with community groups to be strengths of the college. This should help with the Major Gifts Campaign to generate much needed funds.

With the current number of support staff in the student services division to successfully manage and carry out the mission of the college, NMCC is understaffed. There are an increasing number

of federal and/or state grants and mandates as well as new college programs being offered. It is becoming an increasing challenge to effectively and systematically carry out the awarding, tracking and reporting of federal and state mandates. The financial aid office requires another quality professional person to help administer the federal and state grants, scholarships, loans and work study programs. Lack of funding and budget restraints make it difficult to staff an additional position in this area.

NMCC allocates resources to support the mission and vision of the college. NMCC is a member of the Maine Community College System (MCCS). The system's audit reports for the past four years with Baker Newman and Noyes contained unqualified opinions stating that the financial statements are in accordance with generally accepted accounting principles and Government Auditing Standards issued by the Comptroller General of the United States. The Statements of Revenues, Expenses and Changes in Net Assets as reported by Baker, Newman and Noyes reflect the relationship of financial revenue to educational activities. The financial aid funds are used in accordance with guidelines and regulations set forth under the scope of the OMB Circular A-133 audit guidelines. The college has not received any audit findings over the past four years. The MCCS financial staff provided the college separate Balance Sheets and Statement of Revenues, Expenses and Changes in Net Assets that are consolidated with other system campuses. An internal student satisfaction survey given to NMCC students annually also indicates that the internal mechanisms NMCC uses are appropriate based on the positive results for the financial area of the college.

Institutional Effectiveness

There are two primary areas in which NMCC can evaluate its financial effectiveness, with the first area being our ability to maintain Federal and State grant funding. In order for NMCC to continue receiving grants such as Federal TRIO, Perkins, Maine Quality Center projects and private MELMAC funding, the college has to proven it can effectively manage these resources to achieve the goals and objectives of the various programs. The continued extension of said funds would indicate the college is in compliance with guidelines for each of the programs. The second area in which NMCC can evaluate financial effectiveness is the success of our first-ever Major Gifts Campaign. The support we have received from our local community, as well as throughout the State of Maine indicates the positive impact the college has on the economy of Aroostook County as well as the entire State of Maine. The generous support of gifts for scholarship endowments, technology, and college/community advancement suggest that donors are satisfied with NMCC's ability to manage funds and provide quality programs to matriculating students and training to employees.

In conclusion, the projections listed cannot be made possible without the successful management of funds, be it operating funds or Federal, State and private grant funding. The most effective assessment of the fiscal viability of NMCC will be the successful completion of the projections over the next few years.

PROJECTION

The college expects to remain financially stable by continuing to effectively manage its budget and expenditures as well as continuing to solicit input from various campus departments in preparing capital and operating budgets. Goals include increasing the plant fund reserve as savings are identified to be used for major college repairs and also to minimize deferred maintenance.

The system office, in conjunction with the college IT departments system wide, is continuing to review and search for alternative ways to best utilize the current financial software package we use. This will be more cost effective than implementing a new software package. The IT department here at NMCC has been developing a module to track encumbrances through our portal system; however, this cannot be implemented because permission has not been granted from the system office to access the IDEAS database.

Financial avenues needed to sustain programs and services are being sought. The NMCC Foundation, via the Major Gifts Campaign, will continue to solicit donations from the community in support of fundraising efforts. Donations will increase the availability of scholarships to students and provide funding for technological advancements. One such donation has made it possible for a wireless infrastructure to be incorporated throughout the campus by the generosity of Katahdin Trust Company in April, 2007. Also, an alumni association will be re-established in the fall, 2007, with the intent to actively seek donations for updated equipment and supplies needed especially in the trade and technical department.

Enrollment growth is expected to remain steady with affordability being a major advantage for students. Increased financial aid is expected to be available with the start of the 2007-2008 academic year. Northern Maine Community College's financial aid office strives to create an environment that allows the student to focus on obtaining a high quality education, ensuring the use of sound financial planning and long term student retention. The following reflects increases and potential increases for student financial aid:

1. In 2006 The U.S. Department of Education established the Academic Competitiveness Program for 1st and 2nd year college students who are currently eligible for the Federal Pell Grant Program and meet additional criteria given below. ACG provides grants up to \$750 for 1st year college students and grants of up to \$1,300 for 2nd year college students to assist in paying for higher education. (1st year students = 0-29 credits, 2nd year students = 30-60 credits.)
2. The Higher Education Reconciliation Act signed into law February 8, 2006 subsidized and unsubsidized Stafford loan limits for loans with a first disbursement date and loan period end date on or after July 1, 2007 to be increased. The new loan limits are: The grade level one Stafford loan limit has increased from \$2,625 to \$3,500; the grade level two Stafford loan limit has increased from \$3,500 to \$4,500.
3. The State of Maine Grant Program has increased the EFC (Expected Family Contribution) levels by \$1500 to a total of \$7,000. More students will receive a State Grant if they complete their FAFSA by the deadline.

4. Senator Christopher J. Dodd from Connecticut and 8 cosponsors submitted a bill to amend section 401(b) (2) of the Higher Education Act of 1965 regarding the Federal Pell Grant maximum amount. Mr. Dodd introduced the bill S. 899 to the 110th Congress, 1st Session on March 15, 2007.

The efforts to increase the number of students receiving adequate financial aid will place increased burdens upon an already under-supported area. The importance of adequate staffing in the student services division helps insure student success. As personnel change in the student services/financial aid office, it will be essential to bring on new personnel with strong professional skills. The college remains vulnerable to the whims of the legislative process with respect to this vital service. The college must rely upon its allies and supporters to communicate the financial need to appropriate constituents on a regular basis.

Changes in purchasing procedures through the introduction of purchasing cards will help streamline the process of ordering and receiving supplies. This will enable the college to monitor expenses more efficiently by being able to access the amount of outstanding expenditures within a day or two, instead of waiting until month-end. Purchase requisitions will still be used to track and approve purchases over \$200. All procedures for purchase cards can be found in the NMCC Faculty & Staff Handbook (Policies and Procedures #64810:00).

The annual physical inventory of fixed assets will continue with any variances between book inventory and physical inventory researched and resolved. Approval of the final actual inventory rests with the director of finance. The perpetual inventory in the college bookstore will continue to be monitored and assessed internally, with an outside auditing firm validating accuracy of the inventory as part of the annual financial year-end audit. The college is currently looking at leasing vehicles with the state's Central Fleet Management division to update the older vehicles that need to be replaced. A one ton pick-up was leased in December 2006 to replace the 1986 Dodge one ton pick-up.

A projected change in the rules and regulations of Perkins funding beginning in fall, 2007 is expected to affect the amount of professional development funds available for faculty and administrators to keep current in program technology. With the elimination of revenue for professional development funds, the college will have to find a way to absorb the costs in its general operating funds to be able to meet the professional development goals of the system's strategic plan. This will take away from the funds available for operational expenses. Also, the elimination of funding for tutoring in the learning center could have a significant impact on student retention, and as a result, loss of revenue due to increased student withdrawals. This projected change in federal funding was listed as one of the weaknesses for the college in the SWOT analysis of the *Envision the Future* report. The college is aware of the effect this could have financially and is investigating other ways to fund developmental courses. The college will still receive Perkins funding, but has not finalized how the funds will be utilized. However, there are still a number of federally funded programs that will continue to assist the college in meeting its services to students and associated costs. Federal funds are received to support the TRIO Student Support Services program that will continue through 2009.

The State of Maine has historically reimbursed the Maine Community College System for negotiated collective bargaining agreement incremental costs over the past five years; NMCC's reimbursement for FY08 is not known at this time due to on-going negotiations. NMCC will continue to reach the attained goals of the benchmarks established system wide for capital equipment acquisition and professional development. The Foundation's Major Gifts Campaign will be a significant help in regards to purchasing capital equipment. To date, the investing in innovation fund has received pledges of \$124,211 for equipment / technology purchases. The system office realizes the need for professional development and the lack of adequate funds to support this; therefore, NMCC has been provided with an additional \$10,955 in FY06 and \$4,038 in FY07.



STANDARD 10:

PUBLIC DISCLOSURE

DESCRIPTION

NMCC strives to provide complete, accurate, and clear information to current and prospective students, as well as to business leaders and community members, so that they may make informed decisions about the institution.

The college's website is designed primarily for external audiences. The site includes a breadth of detail for prospective students on admission policies and procedures, financial aid resources, descriptions and curriculum requirements for academic programs, course descriptions, campus facilities and resources, residential life, and much more. The site also provides information for business leaders and community members who are interested in availing themselves of the resources from the college's continuing education division, by taking a non-credit course, obtaining customized training for their company or signing up for an on-line course. Under a "Contact Us" section, the college identifies several generic e-mail addresses which make it easier for individuals to learn more information. These e-mails are automatically directed to the appropriate individuals best equipped to answer (or facilitate the answering of) the given inquiry.

Internally, the college has a portal system which is a tremendous resource for students and employees. The portal is a secure, password-protected website that allows a student to access information pertaining to her/his academic career. A student may use the portal to access his/her account information, book list, class schedule, Course Requirement Analysis (a tool which displays a student's progress toward meeting the requirements for his/her program of study), financial aid information, grades, and personal profile data. The portal also facilitates messaging between students, faculty and staff. Administrators can send notifications to all students, and faculty can convey course-specific news and information to students in a given class.

College personnel strive to be responsive and timely in requests for information about the institution. As noted above, the college website includes e-mail connections directly to key individuals in the college relations, admissions, financial aid and continuing education offices. Phone listings of faculty and administrative offices are included on the website, as well as in the college catalog and the student handbook, making it easier for those requesting information to connect with the appropriate individual or office. The student handbook indicates that security and other student 'right to know' information is available upon request from the student affairs office, as well as on the college website. Since the college is not audited independently, but

rather as part of the Maine Community College System, the System provides notice as to the availability upon request of the System's most recent audited statement or a fair summary thereof.

The college typically publishes its catalog biannually. The catalog clearly outlines the college's mission and the guiding principles by which the college is directed in fulfilling its obligations. The catalog is the college's official document which deals with the specific requirements of both admission and attendance. The admission requirement matrix is a consolidated, easy to read resource for prospective students. Program specific brochures and curriculum sheets, as well as the website, also identify admission requirements for the college and any requirements specific to a program. Attendance information is also found in the student handbook, an annual publication which contains information about policies and procedures and delineates both students' and institutional rights and responsibilities.

By policy, all college materials, both print and electronic, prepared for distribution are under the review of the director of development and college relations, who coordinates all publications, from copy preparation to final printing. Many publications are reviewed for accuracy and completeness annually, such as the student handbook, individual program sheets, the college Fact Sheet, and an inquiry brochure used at college fairs. Due to the two-year cycle of the catalog, an errata sheet detailing changes since the printing is prepared and inserted into the catalog as needed. A college viewbook and individual program brochures are designed for a two year shelf life, although the viewbook is reprinted on an annual basis if determined necessary due to the quantity or degree of changes needed. A semester course schedule is also produced three times a year.

The college publishes a breadth of information in its catalog, including its mission and objectives; requirements and policies for admission and the transfer of credit; student fees and refund policies; various items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other educational opportunities; academic policies and the requirements for degrees or other forms of academic recognition. More detailed academic and student policies and procedures, including the Student Code of Conduct, are included in the student handbook. Both publications are also available electronically on the college website, and many of the individual policies are also detailed elsewhere on the site.

Administrators, professional staff and faculty, both full- and part-time, are listed in the catalog, along with their degree(s) earned and the awarding institution(s). Faculty listings include the program affiliation of the individual instructor. Administrators and professional staff are identified by title, and adjunct instructors are so indicated. Additionally, the members of the MCCS board of trustees, the college's governing board, are listed with their respective residences and business/industry affiliations. Most employees are listed in a campus directory in the student handbook, as well as an employee directory on the website.

A 28 page college course schedule is published three times a year and is mailed to approximately 30,000 Aroostook County homes prior to the start of both the fall and spring semesters. A smaller piece, used primarily for pre-registering current students for the fall and promoting the

summer sessions, is produced each spring in a much lesser quantity. Each schedule clearly delineates which classes are being offered at various off-campus locations.

All programs, courses, and services listed in the catalog are currently offered, or it is indicated that they are “not available,” “in process of being discontinued” or “pending board approval.” Due to the negligible number of personnel on sabbatical or extended leave, the college does not identify individuals who are absent less than a year.

Annually, with information received from the registrar and the financial aid office, the college relations office prepares a fact sheet which includes information about the size and characteristics of the student body. This information is widely distributed by the admission staff to prospective students, as well as by the college relations staff and the president to the public in various forums. Additionally, more comprehensive information regarding the student body, campus setting, academic opportunities, institutional learning and physical resources, and the range of co-curricular and non-academic opportunities available to students is published in the college viewbook, as well as on the website and in the campus DVD. The catalog and student handbook both detail institutional resources available for students, such as financial aid, counseling, advising, and tutorial assistance. Nonacademic opportunities, such as intercollegiate and intramural athletic programs, clubs and organizations are described in the catalog, student handbook, viewbook and inquiry piece.

Graduates are surveyed six months following graduation regarding employment in their field of study and/or continued education. This placement information is compiled by staff in the student affairs office and published in the catalog, student handbook, and on the website. Student retention, graduation, and licensure passage rates are not typically used in college publications, but the information is available upon request.

Information regarding the cost of education is detailed in the college catalog, from the tuition cost per credit hour and all of the various fees to an estimate of the average cost range of books and supplies, as well as the additional tool expense for some programs. Those costs which can be expected for part-time students are also listed in each printing of the course schedule. Financial aid information is detailed in the catalog and on the website, while references to the amount/availability of financial aid can be found in most college publications, including the fact sheet, the viewbook, the inquiry piece, and the course schedule. The college does not automatically package student loans as part of a student’s financial aid package and discourages unnecessary borrowing; therefore, the expected amount of student debt upon graduation is not calculated and published by the college.

All academic programs are reviewed every five years. As part of the review process, graduates and their employers are surveyed regarding satisfaction and success with program/course content, learning outcomes and skills, and career growth. These surveys, which are on file in the respective department offices and the academic dean’s office, are the basis for statements regarding employer satisfaction with graduates and graduate satisfaction with the college. Any individual accomplishments that are publicized by the college are done so based on corroborating information received to verify the achievement.

The college's statement about its current accredited status is accurately and explicitly worded in the catalog and on the website.

Prior to the scheduled printing of college publications, particularly the catalog, applicable professional staff and faculty are requested to review and require or suggest changes. As noted previously, this typically happens annually, although some projects happen less, or more, frequently. Also playing an integral part in the review process are members of the NMCC marketing committee, who represent each of the academic departments, as well as key areas such as admissions, residential life, and continuing education. Whereas individual faculty and professional staff are asked to look at areas specific to their program/area, members of the marketing committee take a broader approach, using their collective experiences to not only verify accuracy of information but to help direct the nature of the message of various recruitment publications. This process of review ensures that college publications are accurate, consistent and current when published. Review of the college website is also sought periodically by these same groups of individuals.

APPRAISAL

Although NMCC is a small institution with limited staff resources, the college has made large gains in recent years with the quality of its publications, both in terms of appearance and content. The college uses a combination of an outside marketing/design firm and an internal marketing team to create professional, collegiate material, while striving to present accurate, current information on the college, its programs and its students, both in printed details as well as photographs depicting campus and student life.

A number of years ago, the college implemented a policy of having all external communications coordinated through the college relations office. The systematic process which has been implemented for collecting information, editing/re-writing, writing, and taking the task through to final publication assures consistency in message, style and accuracy. While occasionally a brochure or flyer may make its way to the public without previous review, it is rare. Most employees realize the process and generally follow it.

The publications review process was strengthened in the past year and a half with the addition of two new critical steps in the process. First, a marketing committee was formed with members representing each of the four academic departments, the admission office, residential life, and continuing education. These members provide valuable feedback and serve as a conduit for the flow of information and opinions between the college relations office and their respective areas on campus. Individually and collectively, the marketing committee has been a valuable tool for providing a broader look at what messages the college should be including in its publications and for helping to ensure the accuracy of those messages.

The second change has involved broadening the approval process of printed publications. Prior to sending the college's primary recruitment material to print (i.e. the viewbook, the inquiry piece, and the program brochures), final drafts are shared with the admission staff, the dean of students, and, in the case of the brochures, with the respective instructors and department chairs for their approval. Although their input was already sought at the beginning of the

creation/revision process, this is the chance for them to ensure that all of the changes which they have requested have been included and to make one last check to verify accuracy of all information. Broadening the approval process has helped greatly in decreasing the opportunities for any outdated or incorrect information to inadvertently make it into publication.

The format of the student handbook was upgraded two years ago, and it is now printed within a student planner which is distributed to all incoming students during their orientation session and is also made available to returning students and all employees. By combining the handbook and the planner, the publication has become much more likely to be kept and used by students, allowing the college information to be at their fingertips. According to an informal survey taken in one college class, the student handbook was well received. “It is the only thing I have that I kept from the stuff they give you at the beginning,” said one student. “That is the best little thing,” said another, while a third said, “I use it all the time, just to check on things like who to call and their number, and I like having it with a place for my appointments...”.

The catalog is the most complete compilation of college policies and procedures, academic information and other pertinent data. While every possible effort is taken to ensure that all details are current and accurate before the catalog is printed, the fact remains that this is a two year publication and college policies, programs and courses are always evolving. The catalog is already outdated to some degree within the first year of its printing, with a number of changes needed by the beginning of the second academic year. To address these changes, an errata sheet is printed and placed in the front of each catalog. However, this process is not as well defined as it could be. While an errata sheet should be created immediately upon the first changes, even if that is within the first semester of the printing of the catalog, one is usually not created until the start of the second academic year. Also, once an errata sheet is created, there is no real process in place to ensure that it is placed in all catalogs.

The course guide, published in March, July and November, has become a vehicle for providing students and prospective students with the most current printed information about courses offered in a particular semester and the faculty teaching those courses. Due to the frequency of publication, the guide is a timely resource for getting out information on new programs and courses, current college costs, and new partnerships or activities taking place that benefit the students or the community. The greatest challenge with the course guide is the struggle between the need for accurate information from the academic and continuing education divisions and the strict deadlines required in order to have the publication available at the times needed by the student affairs division, both for pre-registration of current students and for promoting courses to prospective students.

The NMCC website plays an increasingly vital role in the dissemination of information for both the college’s internal and external publics.

The external website contains a wealth of information regarding admission (including an on-line application), financial aid, campus life, and much more for prospective students. It also includes photos and descriptions of each academic program, including curriculum requirements (including links to course descriptions) and, in some cases, facilities tours. The website is also the vehicle for providing the most current course schedule details for students. Since the

schedule on the site is linked to the college's AS/400, all changes in the schedule are updated automatically on the site as they happen. Also, links in the schedule provide the user with course descriptions as well as classroom locations.

In addition to the information tailored to prospective students, the college's external website also provides information for individuals, businesses or organizations looking for training through the college's continuing education division. It provides the most comprehensive view of the division, including non-credit course offerings (either at the college or on-line), as well as customized training opportunities.

The main page contains links to college weekly and monthly newsletters and press releases on college activities, as well as announcements of upcoming events and special items of interest. The page is updated on a weekly basis.

The external website was redesigned in the past year to incorporate the new look of all of the college's marketing material. While the site is attractive and provides an abundance of information, a fairly common complaint is that it can be difficult to navigate...while the information may be there, it may be very challenging to find. Unfortunately, due to budget constraints, the recent redesign of the site was limited to the template design of the pages and did not extend to the overall flow of the site.

Also of concern with the external site is the updating of information. Since college resources and personnel are limited, there is no "webmaster" for the site. Responsibilities are divided between the college relations staff, for content, and the information technology staff, for handling the technical end. It is unrealistic to expect that one person, who is responsible for a wide array of other tasks as well, can review a site as complex and multi-layered as this one on a regular basis and keep abreast of changes that need to be made. While a comprehensive review process of publications is firmly in place, a similar process has not yet been applied to the website.

The college also hosts an internal website, or portal, for students and employees. The portal has quickly become an invaluable resource. Students can access personal, protected information regarding their financial aid, billing, grades, book requirement list, class schedule, Course Requirement Analysis, and more. It provides employees with varying degrees of access, depending on individual needs, including class lists, student schedules, instructor schedules, and more. The site also provides a message center to keep students and employees updated on upcoming events and special items of interest. Overall, this site is a key source of information for the college's internal public. Due to the connectivity between the site and the college's AS/400 system, information is easily maintained and up to date. The site is both highly functional and very user friendly, and the college provides training during orientation sessions to ensure that students know how to use the system. While more and more students and employees make use of the portal each year, it continues to be a challenge to engage some members of both of these groups in this electronic system.

Institutional Effectiveness

As cited earlier in this section, a comprehensive review process of print publications is firmly in place and has been strengthened in the past year to include annual review by a marketing committee consisting of representatives each of the four academic departments, the admission office, residential life, and continuing education, as well as specific review of printing proofs by a wider range of College officials.

At this point, there is not a formalized review process for electronic material on the website. Although the academic program information is reviewed and updated annually, there is not systematic review of the site, for reasons highlighted previously in this section.

PROJECTION:

The college has engaged in a concentrated effort over the past several years in controlling and upgrading the quality of both the look and the content of its many publications. While these efforts will need to continue, it is also necessary to focus some of that same attention on the college website.

The internal portal system is being greatly utilized on campus; however, training continues to be a concern. While short-term training sessions are already in place for faculty, both full- and part-time, and entering students, there needs to be either longer sessions or periodic refresher sessions. In order to increase the level of interaction with those students and employees who do not, for one reason or another, use computers on a regular basis, more time must be spent to increase both their comfort level and the likelihood of their using the system.

The college relations team is working to implement a better process for monitoring and making needed changes to the external website. This will need to be a key area on which to focus in the coming years. A systematic approach must be implemented in order to address the current weakness of the site oftentimes containing outdated information.

Coordinating all public disclosure...media, video, web and printed publications...through the college relations office is a college strength which must be continued. The compilation of information for students and the public, the systematic review to ensure accuracy, and the editing and re-writing will continue to be a major task, but one that must be undertaken.



STANDARD 11:

INTEGRITY



DESCRIPTION

Policies and procedures relating to academic honesty, privacy rights and fairness in dealing with students are published in the NMCC Student Handbook and the college catalog. The catalog provides a clear, brief overview of such academic policies as attendance, probation and dismissal, the grading system, mid-term warnings, add-drop policy, and withdrawal. It also defines the confidentiality rights of the student and directs the student to the handbook for more in-depth explanation of the various policies and procedures as well as the student's and institutional rights and responsibilities. The handbook provides students with detailed explanations of the student code of conduct. The code explains what behavior is expected and what is not tolerated, the purpose of the code, the procedure to be followed by the disciplinary officer and the appeal rights, policies and procedures for the student. It also contains an explanation of harassment, sexual harassment, non-discrimination and affirmative action policies and the steps that can be taken if a complaint is warranted.

Academic freedom and privacy rights for faculty are defined in the most recent contract: Maine Community College System Board of Trustees Agreement with the Maine Education Association Faculty Unit 2005 -2007. The contract also contains the terms and conditions of employment as well as the grievance procedures for resolving disputes. Likewise, members of the staff have similar contractual terms that define their rights and responsibilities. In addition, all staff is required to adhere to the Family Educational Rights and Privacy Act of 1974.

Academic freedom is addressed in the Faculty and Staff Handbook section 6135:01, section #6135:02, and section #6136:01. Academic freedom is also addressed in the MCCA board of trustees agreement with the Maine Education Association Faculty Unit (Article 13. C thru F). A professional development program provides institutional support for academic freedom and the continued pursuit of new knowledge. Professional development is supported in one of two ways. The director of development and college relations is available to assist faculty members to write grants for funding from external sources. In addition, there is a professional development committee, composed of a broad spectrum of NMCC employees, who review and make recommendations for funding of professional development activities. The MCCA has established a benchmark for professional development that each campus strives to achieve. This ensures that adequate funding is available for faculty who wish to pursue advanced study and research. The

MCCS makes available a number of Innovative Studies grants each year for research. All employees are encouraged to have a professional development plan that explains what activities are to be undertaken and how those activities support the goals and objectives of the college's strategic plan and/or the goals and objectives of the program improvement component of the college's Carl D. Perkins Act funding. Once the activity is complete, the employee is required to file a written summary of the activity explaining how the activity advanced the individual's professional development goal(s).

On March 27, 2003, the Maine Legislature approved L.D. 1319 An Act to Establish the Maine Community College System. This act changed the name of the Maine Technical College System to the Maine Community College System and provided the foundation for MCCS policy section 200 Governance and Organization. The tasks of the community college system are listed in the legislation.

NMCC works to ensure students, faculty, staff, and administration are treated in a fair and equitable manner. To that end, the college takes several steps to ensure gender equity and adherence to the spirit of affirmative action in all institutional activities. Gender equity initiatives include the NMCC Gender Equity Project, which is designed to increase participation of male and female students in non-traditional classes and programs. In addition, the college sponsors the Women in the Trades (TNT) program to support women in nontraditional career/trades programs. Further, Perkins funds are used to assist with childcare and transportation expenses, for students in single parent situations. Affirmative action activities include an affirmative action plan (revised April 2006), a standing committee, and an affirmative action officer on campus. The college strives to recruit employees through a non-biased process following campus and MCCS policy guidelines. Annual training is conducted for all employees and new students at the beginning of each academic semester. Promotional materials (view books, catalogs, etc.) use the term men/women and/or students to encourage individuals to consider non-traditional career path programs. Regional demographic diversity defines student recruitment activities and initiatives.

The foundation for ethical standards for NMCC staff and faculty is based on the Code of Ethics established and documented in the MCCS policy manual (Section 416). This code establishes and identifies 12 core values that act as a guideline for all employees to exercise and execute. In concert with the MCCS Code of Ethics, NMCC has its own Philosophy of Ethical Practice that has been created for college personnel to use as a professional creed. Each staff and faculty member has a copy of this philosophy of ethical practice statement, and it is displayed in several public areas throughout the college. In addition, many faculty and staff are members of professional organizations that have codes that are specific to their professional organizations and/or areas. Often these codes are prominently displayed by the individual and are incorporated into the curriculum being delivered or supported.

The grievance procedures to be followed for individual faculty or staff personnel are spelled out in detail within the union contract between that employee's bargaining unit and the MCCS. There are two associations covering four bargaining agreements for employees at NMCC. These are; MEA Administrators Unit, MEA Faculty Unit, MSEA Support Services and MSEA Supervisory Services. For the faculty unit, Article 3 covers complaints and investigations and

Article 8 covers grievance procedures. The other bargaining units have equivalent sections in their contracts. These contracts are legally binding and endorsed by NMCC and the MCCS and are supported by system policy and procedures. Those MEA employees who choose not to join their respective bargaining units are still covered by the contract provisions and are entitled to the services only upon payment to the Association of reasonable fees through the grievance procedure.

The college has full CIHE accreditation and submitted an interim report in November of 2006 to address the work on the Arts and Sciences (Liberal Studies) and the ad hoc committee and all of the work done on the AAS - especially the trade and technical department's programs. The System office is in the process of updating and revising the policies and we will begin that same process here for our campus.

APPRAISAL

New employees often assume their positions without adequate orientation. Faculty or staff handbooks are voluminous creations, often outdated, that can be overwhelming to current employees as well as new hires. A new employee orientation program needs to be devised to help new employees digest the established policies and procedures of NMCC and the Maine Community College System.

Communication throughout the campus community as well as institutional leadership, are two areas of concern recently identified in the college's SWOT analysis (pages 2 & 12). At times it is difficult to adequately and consistently apply policies and procedures.

The college strives to meet all state and federal laws pertaining to diversity and equal opportunity. Attempts to attract minority students to campus include increased recruiting in southern New England, enrollment of Job Corp students, a recently signed formal articulation agreement with the New Brunswick Community College system to enable cross border academic transfer and expanded program offerings. The student population is comprised of various minority ethnic groups; Asian, African American, Hispanic, and Native American. Native Americans are the most populous minority group, due largely to the presence of the Aroostook Band of Micmacs on reserved land adjacent to the college.

In light of state and federal budgetary constraints, funding currently inhibits growth and looms largely over any future development. State and federal grant opportunities are numerous but unrealized, due to the college's limited human resources with which to actively research and submit applications (SWOT page 2).

Institutional Effectiveness

The comprehensive SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis conducted by the Northern Maine Community College campus as part of the Maine Community College System "Envision the Future" initiative served, first and foremost, as a valuable and productive exercise, which engaged the campus community in an important dialogue on the current institutional climate. The information shared by faculty, staff, students and community friends of the college through this process should serve as a valuable tool in efforts to move

NMCC forward. Findings indicate that the institution possesses some crucial assets to guide and enhance advancement, as well as numerous opportunities for future development of College programs and initiatives. Conversely, results show areas in need of significant attention and continuous quality improvement, and identify various institutional and environmental cautions that will impact efforts to advance both the College mission and vision.

Few other issues discussed elicited the concern of more participants than those which relate to communication amongst and within departments and work areas on campus. In many instances the issues raised concerning communication flowed into a discussion on institutional leadership, which was also cited as a current weakness. The connection between the two areas was clear and discussed, at times, in length.

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

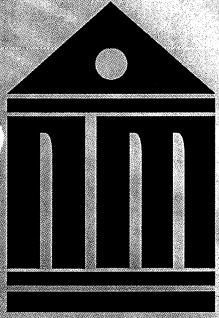
PROJECTION

There continues to be a need for a human resource manager. This position would design and manage employee programs, job evaluations, benefits, equal opportunity initiatives, and education and training programs as well as develop a system for a new employee orientation and training program. The position would also implement programs to increase employee skills, strengthen their managerial and supervisory abilities and provide guidance for professional development opportunities.

It is strongly recommended that all campus factions be pre-informed and involved in the college's decision making process, particularly when policies and procedures are being amended.

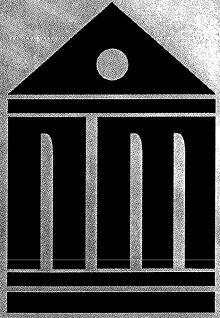
Budgetary constraints have significantly reduced access to professional development opportunities for staff and faculty. A financial resurgence is needed to ensure that employees have ongoing access to training and development as the campus initiates new techniques and technology.

There is a need for a position dedicated to grant writing. Grant funding opportunities must be more actively pursued as a college and in partnership with regional economic development agencies. Such opportunities would assist in supporting short and long term strategic planning initiatives, which would positively impact the college's ability to sustain as well as advance physically (capital improvement and/or equipment) and academically.



**NORTHERN
MAINE**
COMMUNITY COLLEGE

APPENDIX



NORTHERN
MAINE
COMMUNITY COLLEGE

Appendix A

CIHE Data Forms



New England Association of Schools and Colleges
 Commission on Institutions of Higher Education
 209 Burlington Road • Bedford, MA 01730
 phone: (781) 271-0022 • fax: (781) 271-0950
<http://www.neasc.org>

CIHE DATA FORMS FOR PUBLIC INSTITUTIONS
 GENERAL INFORMATION

Institution Name:

Northern Maine Community College

? FICE Code:

5760

? Carnegie Classification:

Undergraduate Instructional Program - Assoc: Associate's

? Financial Results for Year Ending:

Fiscal year ends:

Most Recent Year

1 Year Prior

2 Years Prior

30-Jun-07

Annual Audit
 Certified: Qualified
 Yes/No Unqualified

yes	Unqualified
yes	Unqualified
yes	Unqualified

? Contact Person:

Name:

Dr. William Egeler

Title:

Dean of Students

Telephone Number:

(207) 768-2792

E-mail address:

begeler@nmcc.edu

CIHE DATA FORM 1
STATEMENT OF REVENUES AND EXPENSES (000 OMITTED)

FISCAL YEAR ENDS month & day: (.06 /30)		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
2	OPERATING REVENUES					
3	? TUITION & FEES	2,099,727	2,224,166	2,307,930	2,278,812	2,432,421
4	? AUXILIARY ENTERPRISES (Enter here and/or on line 9)	722,000	696,175	684,033	751,114	814,100
5	? LESS: SCHOLARSHIP ALLOWANCE	(1,877,547)	(1,832,998)	(1,696,656)	(1,827,969)	(1,863,395)
6	NET STUDENT FEES	944,181	1,087,344	1,295,308	1,201,957	1,383,126
7	? GOVERNMENT GRANTS & CONTRACTS	2,751,980	2,490,352	2,299,017	2,391,093	2,405,948
8	? PRIVATE GIFTS, GRANTS & CONTRACTS	170,499	189,321	65,357	25,822	50,135
9	? AUXILIARY ENTERPRISES (Enter here or on line 4)	607,835	599,355	563,731	595,996	618,000
10	? OTHER	106,298	91,689	158,927	173,655	198,150
11	TOTAL OPERATING REVENUES	4,580,794	4,458,062	4,382,341	4,388,523	4,655,359
12	OPERATING EXPENSES					
13	? INSTRUCTION	4,549,336	4,931,982	4,635,132	4,756,442	4,927,157
14	? RESEARCH	2,497	0	0	0	0
15	? PUBLIC SERVICE	0	0	0	0	53,715
16	? ACADEMIC SUPPORT	709,723	744,285	792,838	697,174	904,112
17	? STUDENT SERVICES	976,358	1,039,580	1,085,750	1,183,783	1,252,355
18	? INSTITUTIONAL SUPPORT	1,401,371	1,545,992	1,641,662	1,890,435	1,932,863
19	? OPERATION, MAINTENANCE OF PLANT	1,270,931	1,290,384	1,215,445	1,352,017	1,472,779
20	? SCHOLARSHIPS & FELLOWSHIPS	134,149	121,847	140,167	136,006	135,000
21	? AUXILIARY ENTERPRISES	1,104,049	1,077,122	1,114,868	1,219,681	1,301,374
22	? DEPRECIATION	837,370	769,138	752,687	730,323	730,325
23	OTHER	0	0	0	0	0
24	TOTAL OPERATING EXPENDITURES	10,985,789	11,520,335	11,378,554	11,965,861	12,709,680
25	OPERATING LOSS	(6,404,996)	(7,062,273)	(6,996,213)	(7,577,338)	(8,054,321)
26	NON OPERATING REVENUES					
27	? STATE APPROPRIATIONS (NET)	5,804,953	6,263,559	6,095,344	6,527,404	7,210,498
28	? INVESTMENT INCOME	25,366	16,313	23,740	41,375	43,031
29	INTEREST INCOME	(10,272)	(3,735)	0	0	0
30	? OTHER	3,288	63,553	15,415	192,414	213,611
31	NET NON OPERATING REVENUES	5,823,336	6,339,690	6,134,500	6,761,193	7,467,140
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	(581,660)	(722,583)	(861,713)	(816,145)	(587,181)
33	? CAPITAL APPROPRIATIONS	144,225	698,541	355,411	1,976	0
	OTHER	278,905	161,494	123,348	37,331	6,771
35	TOTAL INCREASE/DECREASE IN NET ASSETS	(158,530)	137,453	(382,953)	(776,838)	(580,410)

CIHE DATA FORM 2
STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS month & day (06 /30)		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
3	NET ASSETS					
4	NET ASSETS BEGINNING OF YEAR	\$12,183,536	\$12,025,008	\$12,162,463	\$11,779,511	\$11,002,674
5	? TOTAL INCREASE/DECREASE IN NET ASSETS	(\$158,528)	\$137,454	(\$382,952)	(\$776,837)	
6	NET ASSETS END OF YEAR	\$12,025,008	\$12,162,463	\$11,779,511	\$11,002,674	\$11,002,674
8	INDEBTEDNESS					
9	BEGINNING BALANCE	\$145,000	\$60,000	\$0	\$0	\$0
10	ADDITIONS	\$0	\$0	\$0	\$0	\$0
11	? REDUCTIONS	(\$85,000)	(\$60,000)	\$0	\$0	\$0
12	ENDING BALANCE	\$60,000	\$0	\$0	\$0	\$0
	INTEREST PAID DURING FISCAL YEAR	\$10,272	\$3,735	\$0	\$0	\$0
14	CURRENT PORTION	\$60,000	\$0	\$0	\$0	\$0

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

FISCAL YEAR ENDS month & day: (06/30)	3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
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3	?	TUITION AND FEE CHARGES					
4		FULL-TIME UNDERGRADUATE STUDENT					
5		IN-STATE	\$2,255	\$2,292	\$2,717	\$2,885	\$3,050
6		OUT-OF-STATE	\$4,685	\$4,722	\$5,147	\$5,315	\$5,480
7		PART-TIME UNDERGRADUATE STUDENT					
8		IN-STATE	\$892	\$904	\$1,074	\$1,162	\$1,192
9		OUT-OF-STATE	\$1,864	\$1,876	\$2,046	\$2,134	\$2,164
10		FULL-TIME GRADUATE STUDENT				N/A	
11		IN-STATE					
12		OUT-OF-STATE					
		PART-TIME GRADUATE STUDENT				N/A	
14		IN-STATE					
15		OUT-OF-STATE					

17	?	ROOM AND BOARD CHARGES								
18		UNDERGRADUATE STUDENT				\$4,250	\$4,380	\$4,490	\$4,930	\$5,240
19		GRADUATE STUDENT				N/A	N/A	N/A	N/A	N/A

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)		5 YEARS AGO (FY 2003)	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
2	? FIRST-YEAR STUDENTS						
3	COMPLETED APPLICATIONS	359	436	405	463	498	508
4	APPLICATIONS ACCEPTED	274	327	286	314	350	345
5	APPLICANTS ENROLLED	267	275	234	230	261	200
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)	61.43	63.37	60.7	61.52	62.57	57.85
7	? TRANSFERS-UNDERGRADUATE						
8	COMPLETED APPLICATIONS	82	133	137	140	149	187
9	APPLICATIONS ACCEPTED	60	107	89	81	103	133
10	APPLICANTS ENROLLED	44	75	68	63	55	80
11	? MASTER'S DEGREE STUDENTS						
12	COMPLETED APPLICATIONS						
13	APPLICATIONS ACCEPTED						
14	APPLICANTS ENROLLED						
15	? FIRST-PROFESSIONAL DEGREE STUDENTS						
16	COMPLETED APPLICATIONS						
17	APPLICATIONS ACCEPTED						
18	APPLICANTS ENROLLED						
19	? DOCTORAL DEGREE STUDENTS						
20	COMPLETED APPLICATIONS						
21	APPLICATIONS ACCEPTED						
22	APPLICANTS ENROLLED						

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

HS Class rank - 1st time, FT

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

		5 YEARS AGO (FY 2003)	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
2	? UNDERGRADUATE						
3	? FIRST YEAR: FULL-TIME HEADCOUNT	393	411	405	362	396	390
4	? PART-TIME HEADCOUNT	122	148	131	115	98	115
5	TOTAL HEADCOUNT	515	559	536	477	494	505
6	? TOTAL FTE						
7	? SECOND YEAR: FULL-TIME HEADCOUNT	218	230	214	243	215	183
8	PART-TIME HEADCOUNT	68	76	85	86	74	62
9	TOTAL HEADCOUNT	286	306	299	329	289	245
10	TOTAL FTE (First and Second Year)	650.49	693.2	672.3	665.8	661.8	625.7
11	? THIRD YEAR: FULL-TIME HEADCOUNT						
12	PART-TIME HEADCOUNT						
13	TOTAL HEADCOUNT	0	0	0	0	0	0
14	TOTAL FTE						
15	? FOURTH YEAR: FULL-TIME HEADCOUNT						
16	PART-TIME HEADCOUNT						
17	TOTAL HEADCOUNT	0	0	0	0	0	0
18	TOTAL FTE						
19	? UNCLASSIFIED: FULL-TIME HEADCOUNT						
20	PART-TIME HEADCOUNT	171	148	146	115	118	205
	TOTAL HEADCOUNT	171	148	146	115	118	205
22	TOTAL FTE	40.1	39.3	39.8	29.1	28.3	47.5
23	TOTAL UNDERGRADUATE HEADCOUNT	972	1013	981	921	901	955
24	TOTAL UNDERGRADUATE FTE	690.59	732.5	712.1	694.9	690.1	673.2
25	? GRADUATE						
26	? FULL-TIME HEADCOUNT						
27	? PART-TIME HEADCOUNT						
28	TOTAL GRADUATE HEADCOUNT	0	0	0	0	0	0
29	? TOTAL GRADUATE FTE						
31	GRAND TOTAL HEADCOUNT	972	1013	981	921	901	955
32	GRAND TOTAL FTE	690.59	732.5	712.1	694.9	690.1	673.2

**UNDERGRADUATE RETENTION AND
GRADUATION RATES**

34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	No Reference	290	316	331	262	260
35	? GRADUATION RATE	44.95	40.21	37.07	35.47	42.07	The 0506

DEFINITION OF UNDERGRADUATE FTE
DEFINITION OF GRADUATE FTE

FTE is calculated by dividing the total full-time and part-time student credit hours by 15.

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

? Fiscal Years		FY 2009	FY 2010	FY 2011
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PROJECTED FINANCIAL DATA (000s omitted)

3	TOTAL OPERATING REVENUES	\$4,655,359.00	\$4,748,466.18	\$4,843,435.50
4	TOTAL OPERATING EXPENDITURES	\$12,709,680.00	\$12,963,873.60	\$13,223,151.07
5	TOTAL OPERATING LOSS	(\$8,054,321.00)	(\$8,215,407.42)	(\$8,379,715.57)
6	NET NON OPERATING REVENUE	\$7,467,140.00	\$7,616,482.80	\$7,768,812.46
7	CAPITAL APPROPRIATIONS AND OTHER REVENUES	\$6,771.00	\$6,906.42	\$7,044.55
8	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$580,410.00)	(\$592,018.20)	(\$603,858.56)

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
12	IN-STATE	\$3,050	\$3,050	\$3,050
13	OUT-OF-STATE	\$5,480	\$5,480	\$5,480
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE (based on 6 credit hours/semester)	\$1,192	\$1,192	\$1,192
16	OUT-OF-STATE	\$2,164	\$2,164	\$2,164
17	FULL-TIME GRADUATE STUDENT	N/A	N/A	N/A
18	IN-STATE			
19	OUT-OF-STATE			
20	PART-TIME GRADUATE STUDENT	N/A	N/A	N/A
21	IN-STATE			
22	OUT-OF-STATE			

**CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS**

?	Fiscal Years	FY 2009	FY 2010	FY 2011
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PROJECTED ENROLLMENT

31		UNDERGRADUATE STUDENTS			
32		FULL-TIME HEADCOUNT	611		
33		PART-TIME HEADCOUNT			
34		IN-STATE HEADCOUNT			
35		OUT-OF-STATE HEADCOUNT			
36		TOTAL HEADCOUNT	611	0	0
37		TOTAL FTE			
38		GRADUATE STUDENTS			
39		FULL-TIME HEADCOUNT			
40		PART-TIME HEADCOUNT			
41		IN-STATE HEADCOUNT			
42		OUT-OF-STATE HEADCOUNT			
43		TOTAL HEADCOUNT	0	0	0
44		TOTAL FTE			

CIHE DATA FORM 7
FACULTY PROFILE

		4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
3	? NUMBER OF FACULTY										
4	PROFESSOR										
5	ASSOCIATE										
6	ASSISTANT										
7	INSTRUCTOR	45	71	45	70	44	75	45	74	45	32
8	OTHER										
9	TOTAL	45	71	45	70	44	75	45	74	45	32
10	AGE (MINIMUM, MAXIMUM, MEDIAN)										
11	PROFESSOR: MINIMUM										
12	MAXIMUM										
13	MEDIAN										
14	ASSOCIATE: MINIMUM										
15	MAXIMUM										
16	MEDIAN										
17	ASSISTANT: MINIMUM										
18	MAXIMUM										
19	MEDIAN										
20	INSTRUCTOR: MINIMUM	39	32	40	21	37	22	36	23	33	24
21	MAXIMUM	60	57	61	58	62	59	63	70	64	71
22	MEDIAN	50	40	51	42	52	43	53	44	54	45
23	OTHER: MINIMUM										
24	MAXIMUM										
25	MEDIAN										

Note: Include all full-time and part-time teaching faculty with unmodified titles currently on campus, including academic administrators with faculty titles. Do not include unpaid or token-paid faculty or non-teaching faculty with modified titles (e.g. r

CIHE DATA FORM 7
FACULTY PROFILE

	4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

MALE/FEMALE

31	PROFESSOR: MALE										
32	FEMALE										
33	ASSOCIATE: MALE										
34	FEMALE										
35	ASSISTANT: MALE										
36	FEMALE										
37	INSTRUCTOR: MALE	28	40	28	35	27	39	26	35	26	13
38	FEMALE	17	31	16	35	17	36	19	39	19	19
39	OTHER: MALE										
41	FEMALE										
41	TOTAL MALE	28	40	28	35	27	39	26	35	26	13
42	TOTAL FEMALE	17	31	16	35	17	36	19	39	19	19

YEARS AT THIS INSTITUTION
(MINIMUM, MAXIMUM, MEDIAN)

44	PROFESSOR: MINIMUM										
45	MAXIMUM										
46	MEDIAN										
47	ASSOCIATE: MINIMUM										
48	MAXIMUM										
49	MEDIAN										
50	ASSISTANT: MINIMUM										
51	MAXIMUM										
52	MEDIAN										
53	INSTRUCTOR: MINIMUM	1	1	1	1	1	1	1	1	1	1
54	MAXIMUM	28	17	29	11	30	12	31	9	32	10
55	MEDIAN	13	5	14	4	15	3	16	4	17	4
56	OTHER: MINIMUM										
57	MAXIMUM										
58	MEDIAN										

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
60	?	HIGHEST DEGREE EARNED									
61		DOCTORATE									
62											
63											
64											
65											
65											
66											
67											
67											
67											

MASTER'S

69											
70											
71											
72											
72											
73											
74											
74											
74											

BACHELOR'S

76											
77											
78											
79											
79											
80											
81											
81											
81											

PROFESSIONAL LICENSE

83											
84											
85											
86											
86											
87											
87											
87											
87											

CIHE DATA FORM 7
FACULTY PROFILE

	4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

TEACHING LOAD

90	?	FALL TERM ONLY FOR EACH YEAR (MINIMUM, MAXIMUM, MEDIAN IN CREDIT HOURS)											
91		PROFESSOR: MINIMUM											
92		MAXIMUM											
93		MEDIAN											
94		ASSOCIATE: MINIMUM											
95		MAXIMUM											
96		MEDIAN											
97		ASSISTANT: MINIMUM											
98		MAXIMUM											
99		MEDIAN											
100		INSTRUCTOR: MINIMUM	12	1	12	1	12	1	12	1	12	1	
101		MAXIMUM	18	9	18	9	18	9	18	6	18	6	
		MEDIAN	15	3	15	3	15	3	15	3	15	3	
103		OTHER: MINIMUM											
104		MAXIMUM											
105		MEDIAN											

Explanation of teaching load (if not measured in credit hours):

CIHE DATA FORM 7
FACULTY PROFILE

		4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
110	? BASE SALARY FOR ACADEMIC YEAR (MINIMUM,MAXIMUM, MEDIAN)										
111	PROFESSOR: MINIMUM										
112	MAXIMUM										
113	MEDIAN										
114	ASSOCIATE: MINIMUM										
115	MAXIMUM										
116	MEDIAN										
117	ASSISTANT: MINIMUM										
118	MAXIMUM										
119	MEDIAN										
120	INSTRUCTOR: MINIMUM	34568		34678		35668		36373		40074	
121	MAXIMUM	52287		55472		57136		60616		62434	
122	MEDIAN	49286		52287		52287		55472		55472	
123	OTHER: MINIMUM										
	MAXIMUM										
125	MEDIAN										
126	? FRINGE BENEFITS (MINIMUM, MAXIMUM, MEDIAN)										
127	PROFESSOR: MINIMUM										
128	MAXIMUM										
129	MEDIAN										
130	ASSOCIATE: MINIMUM										
131	MAXIMUM										
132	MEDIAN										
133	ASSISTANT: MINIMUM										
134	MAXIMUM										
135	MEDIAN										
136	INSTRUCTOR: MINIMUM	13805		14483		15746		18363		21888	
137	MAXIMUM	21731		27288		29946		31603		33027	
138	MEDIAN	19565		23466		25746		26240		27407	
139	OTHER: MINIMUM										
	MAXIMUM										
141	MEDIAN										

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
142	? NUMBER OF FACULTY APPOINTED										
143	PROFESSOR										
144	ASSOCIATE										
145	ASSISTANT										
146	INSTRUCTOR	0	NA	4	NA	1	NA	5	NA	3	NA
147	OTHER										
148	TOTAL	0	0	4	0	1	0	5	0	3	0
149	? NUMBER OF FACULTY IN TENURED POSITIONS										
150	PROFESSOR										
151	ASSOCIATE										
152	ASSISTANT										
153	INSTRUCTOR	45	0	40	0	42	0	38	0	37	0
154	OTHER										
155	TOTAL	45	0	40	0	42	0	38	0	37	0
156	? NUMBER OF FACULTY DEPARTING										
157	PROFESSOR										
158	ASSOCIATE										
159	ASSISTANT										
160	INSTRUCTOR	1	NA	1	NA	1	NA	2	NA	NA	NA
161	OTHER										
162	TOTAL	1	0	1	0	1	0	2	0	0	0
163	? NUMBER OF FACULTY RETIRING										
164	PROFESSOR										
165	ASSOCIATE										
166	ASSISTANT										
167	INSTRUCTOR	1	NA	1	NA	1	NA	2	NA	NA	NA
168	OTHER										
169	TOTAL	1	0	1	0	1	0	2	0	0	0

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 04)		3 YEARS AGO (FY 05)		2 YEARS AGO (FY 06)		1 YEAR AGO (FY 07)		CURRENT YEAR (FY 08)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
170	?	NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED)									
171		NAME OF DEPARTMENT OR ACADEMIC UNIT									
172		9	8	9	1	9	4	6	7	8	4
173		15	3	15	5	14	7	15	5	15	3
174		9	6	8	5	9	7	11	8	10.75	4
175		12	22	12	22	12	23	13	29	12	19
176											
177											
178											
179											
180											
181											
182											
184											
185											
186											
187											
188											
189											
190											
191											
192											
193											
194											
195											
196											
197											
198											

Faculty Profile - Explanation

The nursing faculty at NMCC have teaching assignments consistent with the defined teaching load identified through the contractual agreement established a number of years ago. Assignments are based upon the expertise and experience of faculty, their individual areas of strength and desire, and the integrated design of the curriculum. Since we have a well-developed and proven integrated curriculum model, there are many instances that more than one faculty member is in a classroom/didactic teaching situation. The team-teaching approach often results in having one lead faculty member responsible for specific content areas, but any or all may be involved directly with students. Each of the faculty also has a clinical assignment at various health care facilities where there is one-on-one direct contact with no more than an 8:1 ratio per Maine State Rules and Regulations. Adherence to that ratio requires all to have a minimum of actual direct student contact of 180 hours per semester. Each of the individual content areas for didactic instruction and teaching assignments are made collaboratively between faculty and the department. Teaching loads are assigned keeping in mind the following: equity of the teaching load, individual strengths, individual interests and expertise, and student needs.

Activities directly related to student success in clinical/application settings are dependent on faculty actions outside of the clinical experience settings. This includes, but is not limited to, the correction and written feedback to students on a weekly basis for work done in the preceding week of clinical experience. Though not technically a direct contact with students, these additional hours reflect a direct measurement of student learning and success and are, therefore, considered as teaching load. Correction and feedback can easily be calculated as approximately one hour per student per rotation per week.

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	5 YEARS AGO (FY 2003)	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------	------------------------------

UNDERGRADUATE

3	?	CERTIFICATE						
4		Office Assistant	11	11	8	7	7	5
5	D	Practical Nursing	1	0	0	0	0	0
6		Welding & Metal Fabrication	7	13	19	15	17	15
7								
8		TOTAL	19	24	27	22	24	20

10	?	ASSOCIATE						
11		Accounting/AIS	25	19	41	46	46	35
12		Auto Body Repair	27	33	34	29	36	29
13		Automotive Tech	27	29	29	35	37	29
14	D	Business Admin - Agri	4	5	4	1	1	0
15		Business Admin - Management	69	56	62	67	63	71
16	D	Business Admin - Op.	0	0	0	0	0	0
17		Computer Aided Drafting	22	23	25	25	23	20
18		Computer Electronics	26	17	17	24	19	14
19		Computer Information Systems	25	28	23	26	21	7
20		Diesel Hydraulics Tech	23	24	30	31	28	31
21		Early Childhood Education	57	73	62	54	46	36
22		Electrical Constuction & Maint	46	40	37	38	34	35
23		Electrical Engineering Tech	2	0	0	0	0	0
24		Emergency Medical Services	15	13	12	12	11	12
25		EMT - Intermediate	0	3	4	8	8	10
26	D	Executive Secretarial Science	11	13	10	5	4	0
27		General Technology	1	3	3	1	3	7
28	D	Industrial Controls & Measure Tech	16	18	10	3	3	0
29		Information Technology	42	34	26	26	19	5
30		Legal Office Admin	12	12	6	8	7	4
31		Liberal Studies	150	163	162	153	163	176
32		Machine Tool Technology						1
33		Medical Assisting						6

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		5 YEARS AGO (FY 2003)	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
34	Medical Coding						6
35	Medical Office Admin	45	60	51	39	32	38
36	Nursing	78	91	74	77	87	82
37	D Paraeducation	0	6	11	11	2	0
38	Paramedicine	0	4	4	3	0	1
39	Plumbing & Heating	25	19	31	27	31	36
40	Precision Metals Manufacturing	0	14	16	8	8	9
41	Residential Construction	26	26	23	27	27	30
42	D Sheet Metal	8	9				
43	D Surgical Technology		6	1			

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

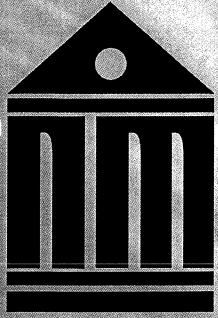
FALL TERM (YEAR)		5 YEARS AGO (FY 2003)	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
44							
45	? Undeclared	171	148	146	115	118	205
46	TOTAL	953	989	954	899	877	935
47	UNDERGRADUATE						
48	? BACCALAUREATE						
70	Undeclared						
71	TOTAL	0	0	0	0	0	0
73	? TOTAL UNDERGRADUATE	972	1013	981	921	901	955
74	? GRADUATE PROGRAM						
75	? MASTER'S						
91	TOTAL	0	0	0	0	0	0
93	? FIRST-PROFESSIONAL						
100	TOTAL	0	0	0	0	0	0
102	GRADUATE PROGRAM						
103	? DOCTORATE						
113	TOTAL	0	0	0	0	0	0
115	? OTHER GRADUATE PROGRAMS						
118	TOTAL	0	0	0	0	0	0
120	? TOTAL GRADUATE	0	0	0	0	0	0

D = discontinued program

**CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT**

		5 YEARS AGO (FY 2003)	4 YEARS AGO (FY 2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
2	? NAME OF DEPARTMENT OR COMPARABLE UNIT						
3	? UNDERGRADUATE						Fall '07 only
4	Business Technology	5884.5	6329.5	5508	4677	4013	4825.5
5	Arts & Sciences	7589	8739	8591	8835	8507	4442
6	Nursing	1814	2221	1990	1834	2098	1048
7	Trade & Technical	5191	5566	6026	5714	5617	2837
8	Business & Industry Training	6	18	35	24	18	0
9							
29	TOTAL	20484.5	22873.5	22150	21084	20253	10152.5

32	NAME OF DEPARTMENT OR COMPARABLE UNIT						
33	GRADUATE						
58							
59	TOTAL	0	0	0	0	0	0



**NORTHERN
MAINE**
COMMUNITY COLLEGE

Appendix B

Audited Financial Statements

BAKER | NEWMAN | NOYES_{LLC}
Certified Public Accountants

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

Audited Financial Statements
and Supplemental Schedule

Years Ended June 30, 2007 and 2006
With Independent Auditors' Report

MAINE COMMUNITY COLLEGE SYSTEM

FINANCIAL STATEMENTS

Years Ended June 30, 2007 and 2006

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Statement of Activities	36

BAKER | NEWMAN | NOYES LLC

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Maine Community College System

We have audited the accompanying balance sheets of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2007 and 2006, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. We have also audited the balance sheets of the Maine Community College System's aggregate discretely presented component units as of June 30, 2007 and 2006, and the related statements of activities for the years then ended. Such statements collectively compose the System's basic financial statements. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System at June 30, 2007 and 2006, and the changes in its financial position and its cash flows for the years then ended, and the financial position of its aggregate discretely presented component units at June 30, 2007 and 2006, and the changes in their financial position for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 14, 2007 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Trustees
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 12 is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements referred to in the first paragraph. The Statement of Activities presented in Schedule 1 is presented for purposes of additional analysis and is not a required part of the basic financial statements. The supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Portland, Maine
November 14, 2007

Baker Newman & Nojes
Limited Liability Company

MAINE COMMUNITY COLLEGE SYSTEM
MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2007

Introduction

The following report is Management's Discussion and Analysis (MD&A) of the financial results for the year ended June 30, 2007 with comparative information for the prior two years. The MD&A should be read in conjunction with the financial statements and related notes that are presented with this report. The MD&A is unaudited supplemental information required by the Governmental Accounting Standards Board (GASB). The purpose of the MD&A is to enhance the understandability and usefulness of the financial statements by providing an objective analysis of the financial activities based on currently known facts, decisions and conditions. The financial statements, footnotes and MD&A are management's responsibility.

Maine's Community Colleges began in 1946 as an agency within the Maine Department of Education called the Maine Vocational Technical Institute. In 1986 Maine law created and established the Maine Vocational Technical Institute System as a quasi-governmental organization and autonomous public instrumentality. In 1989 the name was changed to the Maine Technical College System, and on July 1, 2003, the Maine Legislature expanded the mission and changed the name of the System to the Maine Community College System (MCCS or the System).

The MCCS offers over 300 certificate, diploma, and associate degree program options designed to prepare students for careers and/or transfer to four-year colleges and universities. Credentials are awarded in the following program areas: allied health and nursing, business, accounting, liberal studies, computers, graphic design and printing, hospitality and tourism, culinary arts, marine resources, environmental science, social work, public and occupational safety, education, automotive and mechanical technologies, architectural engineering and construction, electrical and electronics, heating, plumbing, air conditioning, refrigeration, precision manufacturing, pulp and paper technology, marine trade, bioscience, communications and new media, early childhood education, and others.

The MCCS System Office in Augusta, Maine was established by legislation to provide statewide coordination and leadership to the seven colleges. The seven-college system consists of Central Maine Community College in Auburn, Eastern Maine Community College in Bangor, Kennebec Valley Community College in Fairfield, Northern Maine Community College in Presque Isle, Southern Maine Community College in South Portland, Washington County Community College in Calais, and York County Community College in Wells. Off-campus centers are located in East Millinocket, Ellsworth, South Paris, Augusta, South Portland, Madawaska, Houlton, Dover-Foxcroft, and Bath.

The System operates the Center for Career Development (CCD). CCD manages the Early College for ME program, a comprehensive high school-to-college transition program offered in partnership with secondary schools throughout the state. The program provides selected students with up to \$2,000 in scholarships to community colleges, college courses while high school seniors, and advising and support throughout a student's high school and community college experience. In addition, CCD manages the Maine Quality Centers Program, an economic development program established by the Legislature in 1994 that provides new or expanding Maine firms with customized education and training, free of charge to the employers and trainees. CCD also provides support to the System on other strategic projects and initiatives.

Using the Financial Statements

In addition to this MD&A, the System's financial report includes a Balance Sheet; Statement of Revenues, Expenses, and Changes in Net Assets; and a Statement of Cash Flows, together with related footnotes. These financial statements are presented in accordance with GASB principles, which establish the standard for external financial reporting for public colleges and universities. The GASB standards now require that the financial statements focus on the System as a whole. Prior to 2002 financial statements for public colleges and universities focused on individual fund groups.

These financial statements also include a Balance Sheet and Statement of Activity for the Maine Community College Educational Foundations (MCCEF). The MCCEF are considered component units; they are not owned or managed by the System, but they exist to benefit their respective college. As such their assets, liabilities and activities are presented to give the reader a more comprehensive understanding of the resources supporting the mission of the MCCC.

The Balance Sheet depicts the financial position of the Maine Community College System as of June 30, 2007, with comparative data from June 30, 2006, and includes all assets and liabilities. Assets represent what the System owns plus what is owed to MCCC. Liabilities are what MCCC owes to others plus what we have collected from others before we have provided the related services. Net assets represent the residual interest in the MCCC assets after liabilities are deducted, and the positive or negative change in net assets over time indicates the relative health of an organization. The net assets are divided into three primary categories:

Net assets *invested in capital assets* are the land, buildings and equipment that the System has acquired over its life and still uses. These net capital assets are presented net of the accumulated depreciation and the related debt incurred to acquire or construct them. Expendable net assets are those assets that MCCC can use to run the institution.

Net *restricted* assets have inherent limitations and can only be expended when restrictions set by the individual, institution or governmental unit that directed the resources to the System are satisfied. The two most common restrictions result from grants and gifts. Grant funds can only be used for the purposes set forth in the grant documents. Gifts to the colleges can be restricted as well and, in such cases, can only be expended according to the directives given by the donor. In certain cases donors require that the original gift be invested in perpetuity and that income from the investments be used. In those cases the original gift is held as endowments and classified as *nonexpendable* on the balance sheet.

Unrestricted funds are available for general operations of the System and for dedicated purposes such as capital projects for renewal and replacement, Maine Quality Center training initiatives, quasi-endowment, and normal working capital balances maintained for departmental and auxiliary enterprise activities.

The Statement of Revenues, Expenses and Changes in Net Assets presents the operating activities of the System for the full fiscal year which runs from July 1st to June 30th. Two years of revenues, expenses and changes in net assets are presented for comparative purposes. A statement of revenues, expenses, and changes in net assets matches the amounts received from tuition, residential life fees, grants, and services and other items of income against all the costs and outlays incurred in order to operate the System. The result is an increase or decrease in net assets. The costs incurred usually consist of salaries and benefits, supplies and overhead expenses, insurances, utilities, and depreciation. The expenses are categorized according to the activity that generated the cost.

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

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

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

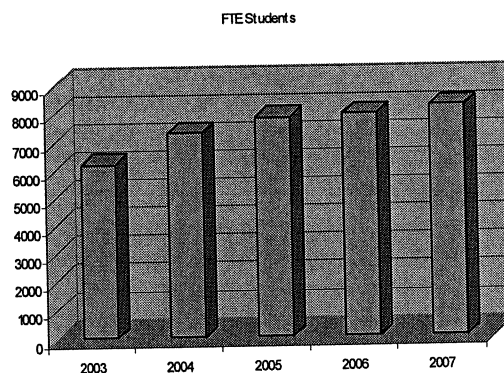
Capital and related financing activities include those activities relating to the generation and repayment of funds provided by and paid to lenders as well as grants for acquisition of capital assets.

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

Financial Highlights

Maine's seven community colleges have enjoyed significant growth in recent years, enrolling 11,078 degree students in fall 2006 (fiscal 2007), an increase of 4 percent over the fall of 2005. Over this same period, enrollment of students in credit courses increased by 4 percent, to 13,021 students in fall 2006. Since 2002, the last year the seven institutions served as technical colleges, the MCCS has experienced a 47 percent increase in degree-seeking students and a 29 percent increase in the number of students enrolled in credit courses.

Part of the recent enrollment growth can be attributed to the expanding of the mission with more students taking advantage of expanded transfer agreements with four-year colleges and universities. The System's Early College for ME program, which targets students who have traditionally not gone to college yet who have the academic potential to succeed in college, has also played a role in tapping more high school graduates. In the fall of 2006 more students entered the community colleges directly from high school than ever before — a total of 1,939 students; an increase of 57 percent since the inception of the community colleges.

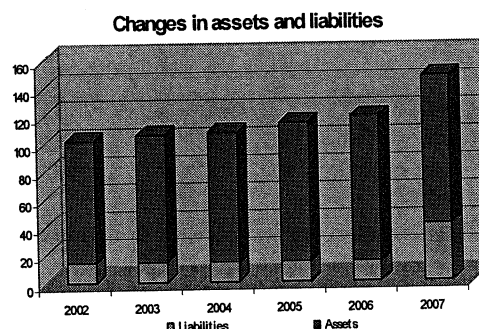


As a result, MCCS had a strong financial performance generating income before other revenues, expenses, gains and losses of \$1.3 million in 2007 compared to losses before other revenues, expenses, gains and losses of \$3.2 million and \$5 million in 2006 and 2005, respectively. MCCS increased net assets by nearly \$2.2 million in 2007 compared to \$3.7 million in 2006 and \$6.2 million in 2005.

Balance Sheet

MCCS total assets increased by \$28.7 million while total liabilities increased \$26.4 million in 2007:

	<u>2007</u>	<u>2006</u>	<u>2005</u>
Current assets	\$ 28.3	\$ 23.3	\$ 24.9
Noncurrent assets	<u>118.4</u>	<u>94.9</u>	<u>89.4</u>
Total assets	<u>\$ 146.7</u>	<u>\$ 118.2</u>	<u>\$ 114.3</u>
Current liabilities	\$ 14.2	\$ 11.3	\$ 10.1
Noncurrent liabilities	<u>26.9</u>	<u>3.5</u>	<u>4.5</u>
Total liabilities	<u>\$ 41.1</u>	<u>\$ 14.8</u>	<u>\$ 14.6</u>
Net capital assets	\$ 85.2	\$ 84.8	\$ 80.9
Net restricted assets	10.8	9.0	7.9
Net unrestricted assets	<u>9.6</u>	<u>9.6</u>	<u>10.9</u>
Total net assets	<u>\$ 105.6</u>	<u>\$ 103.4</u>	<u>\$ 99.7</u>



Current Assets and Liabilities

Within current assets, cash increased \$3.9 million, short-term investments increased \$1.8 million, and the amount due from the State decreased \$0.3 million in 2007. Deferred revenue increased \$0.6 million, and the current portion of long-term liabilities decreased \$1 million because of a payment on the Certificates of Participation that was due on January 1, 2007. By comparison in 2006, cash had increased \$1.1 million, short-term investments had increased \$1.6 million, and the amount due from the State had decreased \$4.7 million. Deferred revenue had increased \$0.5 million and the current portion of long-term liabilities increased \$1 million.

Capital and Debt Activities

Noncurrent assets increased \$23.6 million primarily because MCCS invested \$20.1 million in the construction of three new residence halls in Auburn (CMCC), Bangor (EMCC), and South Portland (SMCC). The new residence halls will add 634 beds to the existing 735 beds. Construction is being financed by revenue bonds issued through the Maine Health and Higher Education Finance Authority (MHHEFA). In September of 2007, the System issued \$24,340,000 of revenue bonds through MHHEFA with an interest rate of 4.7 percent and a final maturity in July 2036. The bonds were issued at a premium of \$817,470 and \$13,625 of the premium was amortized in fiscal 2007 as a reduction to capitalized interest. The bonds require that \$1,717,827 of the bond proceeds be transferred to a debt reserve fund. The amount transferred to the debt reserve fund is retained by MHHEFA in an interest bearing account and will be used by MHHEFA to make the final payment of principal and interest in 2036. Accordingly, funds transferred to MHHEFA are not included as assets and are deducted from the amounts owed in the MCCS balance sheet. The System expects to generate sufficient revenues from room rentals to meet the principal and interest payments. The revenue bonds are collateralized against the gross receipts of MCCS. MCCS is required to make monthly deposits of principal and interest sufficient to make the semi annual interest payments and annual principal payments and maintain a ratio of income available for debt service to annual debt service of at least 1.20 for each fiscal year. At June 30, 2007, MCCS met the debt service ratio. The bonds are structured to require interest only payments through 2011 and then begin consistent principal payments over the remaining 25 years of repayment.

In 2003, the State of Maine issued a general purpose bond issue which included \$12 million for various repairs, capital improvements and educational equipment at all the colleges. By the end of year 2007, \$11.6 million of the funds on this bond issue had been expended.

In June 2002, the State of Maine authorized a general purpose bond issue for several renovation and improvement projects. M CCS was allocated \$1.2 million from this bond for the purchase and installation of automatic sprinkler systems in certain residence halls that were not fully equipped, enhancing the safety of our residential students. These upgrades had to be completed prior to January 1, 2013. In fiscal 2007, M CCS completed all activities under this bond issue having expended \$643,000.

In November 2001, the State of Maine issued a general purpose bond issue which included \$1.2 million for renovations and classroom equipment at the Bath Higher Education Center and the Katahdin Region Higher Education Center. In fiscal 2007, M CCS completed all activities under this bond issue.

The funds provided through general purpose bond issues are debts of the State of Maine; M CCS has no responsibilities for repayment. Note 9 of the financial statements provides greater detail on each of these initiatives.

M CCS debt includes Certificates of Participation (COP), a lease/purchase agreement issued on behalf of York County Community College allowing the construction of its first campus building in Wells. The YCCC debt was issued in 1997 at \$5,280,000 with a payment schedule that included principal payments to occur every five years. A \$1 million payment was made January 1, 2007. The college continues to set aside sufficient funds to meet this obligation.

Endowments

Noncurrent assets also include \$6.3 million in endowment investments; \$0.7 million higher than in 2006 and \$2.2 million higher than in 2005. The largest shares of the endowment are comprised of the Osher Endowment, a result of three gifts: a 1999 gift of \$2 million that is targeted towards scholarships and emergency financial assistance for full-time matriculated associate degree students; \$1 million plus \$1 million State match in the spring of 2000 that is targeted towards scholarships to cover the tuition for two courses for students matriculated in an associate in arts program; and a third gift from the Osher Foundation of \$475,000 plus a state match of \$475,000 that was given to M CCS in 2005. The gift agreement allowed M CCS to use the gift and corresponding match to support general operations enabling M CCS to freeze tuition in fiscal 2005. By agreement, M CCS has repaid the \$950,000 into an endowed scholarship fund. Repayment was accomplished with funds distributed to M CCS with the State's liquidation of the Health Care Retiree fund. Income from this fund provides scholarships and emergency financial assistance for full-time matriculated associate degree students.

The Board of Trustees has adopted an investment policy that takes into account a long-term investment strategy. Endowment investments are pooled with the System's long-term investments using a unit basis where each new dollar buys a number of shares in the investment pool.

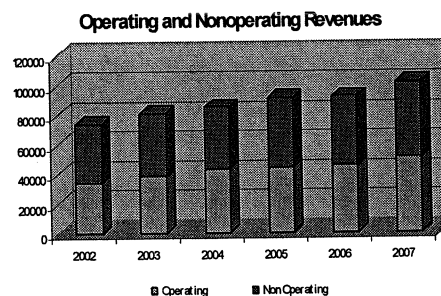
In fiscal 2007, endowment investments, including the Osher funds, generated a combined return of 15.7 percent bringing the market value of the investments to a combined \$6.3 million; the rate of return was 9.3 percent in 2006 and 6.8 percent in 2005. The System's benchmark index is a composite made up of 60 percent of the S&P 500 and 40 percent of the Lehman Government Credit Intermediate Index.

Losses incurred in 2001 and 2002 caused the System to adjust the annual scholarship payout to 3.5 percent of the three-year average of the fund until such a time as the account balance returns to the original endowment levels. This adjustment was effective July 1, 2005. On June 30, 2007, the market value of the Osher funds was \$5.6 million.

Statement of Revenues, Expenses and Changes in Net Assets

MCCS increased operating revenues 10.5 percent to \$50.9 million and nonoperating revenues 11.1 percent to \$51.0 million while operating expenses increased 5.7 percent to \$100.6 million. Other revenues, expenses, gains and losses produced an additional \$.9 million to support operations resulting in a \$2.2 million increase in net assets:

	<u>2007</u>	<u>2006</u>	<u>2005</u>
Operating revenues	\$ 50.9	\$ 46.2	\$ 44.4
Operating expenses	<u>100.6</u>	<u>95.2</u>	<u>92.3</u>
Operating loss	(49.7)	(49.0)	(47.9)
Nonoperating revenues	<u>51.0</u>	<u>45.8</u>	<u>47.4</u>
Income (loss) before other revenue and expense	1.3	(3.2)	(0.5)
Other revenue and expense	<u>.9</u>	<u>6.9</u>	<u>6.7</u>
Increase in net assets	<u>\$ 2.2</u>	<u>\$ 3.7</u>	<u>\$ 6.2</u>



Operating Revenues

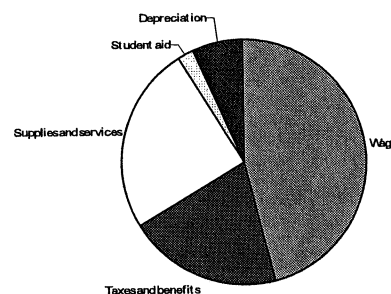
Student tuition and fee revenue increased 8.9 percent and residential life fees, the fees charged to students who live on campus, increased 1.4 percent in 2007. Increases in tuition and fee revenue are partly attributable to growth and partially attributable to an increase in the tuition rate from \$74 to \$78 per credit hour. Approximately \$877,000 of the \$2.3 million increase relates to increased volume while \$1.2 million is a result of the change in tuition rate. These increases add to the 10.5 percent and 10.3 percent increases in tuition and residential life fees, respectively, posted in 2006. Scholarship allowances, which include Federally funded Pell and SEOG awards, increased 9.6 percent and 3.4 percent in 2007 and 2006, respectively. These increases are reflective of increased enrollments and increased aid to our students.

Federal grants increased \$.7 million. State and local grants and contracts increased \$1.7 in 2007.

Operating Expenses

Like most colleges and universities, MCCS invests the majority of its resources in its people:

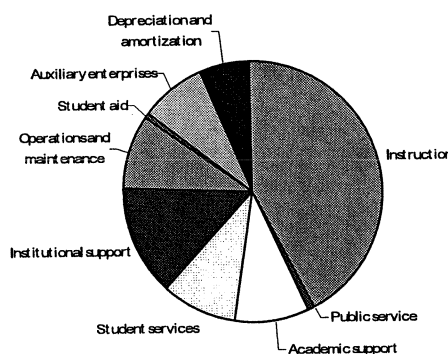
	<u>2007</u>	<u>2006</u>	<u>2005</u>
Wages	\$ 47.4	\$ 44.7	\$ 43.3
Taxes and benefits	<u>19.8</u>	<u>18.6</u>	<u>16.9</u>
Wages, taxes and benefits	67.2	63.3	60.2
Supplies & services	26.7	25.1	25.5
Student aid	.5	.5	.5
Depreciation	<u>6.2</u>	<u>6.3</u>	<u>6.1</u>
Total expenses	<u>\$ 100.6</u>	<u>\$ 95.2</u>	<u>\$ 92.3</u>



In 2007, 67 percent of expenditures were in wages and related taxes and benefits, up from 66 percent in 2006. Wage related expenses increased 6.2 percent in 2007 compared to 5.2 percent in 2006. Supplies and services increased by \$1.6 million while student aid and depreciation remained constant with prior years.

The distribution of funds by functional area is relatively consistent over the three-year period ending June 30, 2007 with the System investing 51 percent of its expenditures on instruction and academic support:

	<u>2007</u>	<u>2006</u>	<u>2005</u>
Instruction	\$ 43.4	\$ 40.6	\$ 39.8
Public service	.4	.5	.7
Academic support	8.6	7.8	7.8
Student services	10.0	9.5	8.6
Institutional support	13.4	12.5	12.0
Operations	9.8	9.5	9.1
Student aid	.5	.5	.5
Auxiliary enterprises	8.3	8.0	7.7
Depreciation	6.2	6.3	6.1
Total expenses	<u>\$ 100.6</u>	<u>\$ 95.2</u>	<u>\$ 92.3</u>



Nonoperating Revenues, Expenses, Gains and Losses

Nonoperating revenues are primarily comprised of the appropriations from the State of Maine, gifts, and investment gains and losses:

	<u>2007</u>	<u>2006</u>	<u>2005</u>
Nonoperating revenue, net	\$ 51.0	\$ 45.9	\$ 47.4

The nonoperating revenues increased \$5.1 million in 2007 as a result of increased appropriation and increased investment income. Nonoperating revenues decreased in 2006 because in 2005 MCCS received a one-time disbursement when the State of Maine liquidated the Health Care Retiree Fund. Interest expense on capital-asset related debt was unchanged at \$.3 million in 2007, 2006, and 2005.

Investment income nearly doubled in 2007 to \$2.9 million in 2007, up from \$1.5 million in 2006 and \$1.2 in 2005. Investment income has steadily increased since incurring losses in 2002.

Other Revenues, Expenses, Gains and Losses

Other revenues, expenses, gains and losses are primarily the net result of capital activity paid for through state funded bonds which the System has no obligation to repay:

	<u>2007</u>	<u>2006</u>	<u>2005</u>
Other	\$.9	\$ 6.9	\$ 6.7

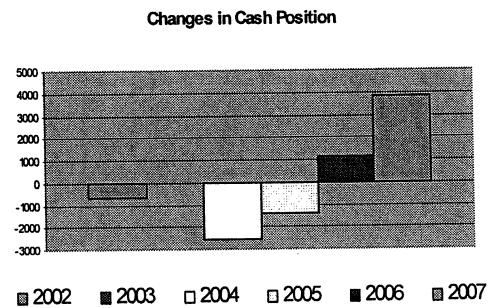
The proceeds from the State for capital needs were \$5 million lower in 2007 as the colleges nearly completed construction activities associated with the Repairs, Improvements and Educational Equipment bond issue passed by the Maine electorate in November of 2003. The colleges also completed projects connected with the Construction bond issue passed in 1999. By June 30, 2007 work related to the 1999 Construction Bond and 2001 Bath/KATEC Bond issues was virtually complete and the System had invested approximately 96.5 percent of the \$12.0 million funding from the 2003 Repairs, Improvements and Educational Equipment bond issue.

Note 9 of the financial statements thoroughly explains all of the System's authorized bond issues.

Statement of Cash Flows

MCCS ended 2007 with an increase in cash of \$3.9 million compared to an increase of \$1.1 million in 2006. Cash flows from operations, financing and investing activities were generated for or (used by) the following activities:

Cash flows from:	<u>2007</u>	<u>2006</u>	<u>2005</u>
Operations	\$ (38.9)	\$ (42.0)	\$ (40.8)
Noncapital financing	48.1	47.9	42.2
Capital financing	(5.8)	(3.2)	(2.9)
Investing	<u>.5</u>	<u>(1.6)</u>	<u>.1</u>
Increase (decrease) in cash	<u>3.9</u>	<u>1.1</u>	<u>(1.4)</u>
Noncash donations	.2	.4	.3



Cash flows from operating activities

Receipts from tuition and fees, grants and contracts and the bookstore increased 11.8 percent, 12.3 percent and 10.5 percent respectively. In addition, while payments to employees increased 5.5 percent, payments to vendors decreased 3.4 percent. As a result, operating activities consumed \$3.1 million less cash than in 2006 and \$1.9 million less than in 2005.

Cash flows from noncapital financing activities

Noncapital financing activities provided \$48.1 million in cash to MCCS; \$.2 million more than in 2006. Appropriations increased \$4.4 million, but collection of the amount due from the State related to a one-time disbursement from the internal service fund for retiree health insurances accounted for \$4.1 million of cash flows from noncapital financing activities in 2006.

Cash flows from capital and related financing activities

Proceeds from the State decreased \$5.2 million in 2007 compared with increases of \$.4 and \$1.9 in 2006 and 2005 respectively. Proceeds from the MHHEFA debt generated \$23.4 million. The cash from the debt issue was largely responsible for the \$13.2 million increase in the purchases of capital assets and entirely responsible for the \$6 million increase in deposits with bond trustee. This was the first activity of this kind for the MCCS.

MCCS also made a \$1 million payment on the Certificates of Participation that were due on January 1, 2007. As a result capital financing activities used \$2.6 million more cash in 2007 than in 2006.

Cash flows from investing activities

Investment activity was lower in 2007, with purchases of investments totaling \$23.0 million compared to \$34.0 million and \$48.6 million in 2006 and 2005, respectively. Sales of investments were \$22.7 million in 2007 compared to \$31.7 million and \$48.0 in 2006 and 2005, respectively. The changes in investing activity are not reflective of any change in investment strategy.

Economic Factors Affecting the Future

Maine's Consensus Economic Forecasting Commission (CEFC) anticipates slow and steady economic growth in the near term. Unemployment remained at or below the national average for the first three quarters of 2006. For 2007, the CEFC predicts a slight slowdown in job growth (to 0.4 percent, or 2,500 jobs) based on signs that the national housing slowdown is reaching Maine. Manufacturing will continue to lose jobs. Total personal income is projected to grow 4.2 percent to 5.2 percent annually from 2006 to 2011. Inflation is expected to remain low.

Strategically, policy makers appear to understand that targeting industries with the greatest potential for producing high skill, high wage jobs will enhance the state's economic development. Accordingly enrollment in Maine's community colleges has grown 47 percent in the past four years. In an effort to address capacity concerns and enable the colleges to continue to grow, the governor and legislature have recently approved a budget that includes a 6 percent increase to the MCCA base operating budget in each of the next two years. In addition, the new budget includes an additional \$3 million over the biennium to increase access to the colleges. Also, in November 2007, Maine voters will be asked to approve a bond with \$15.5 million for building renovations and facility upgrades at the seven community colleges.

The evolution of Maine's economy presents both opportunities and challenges for MCCA. Nowhere is this more evident than in manufacturing. In spite of the dramatic job losses the state has experienced in its paper, textile, and shoe industries, manufacturing remains an important part of Maine's economy.

But as with the rest of the economy, the good jobs that exist in manufacturing are, increasingly, jobs that require significant skill levels and training. While traditional manufacturing jobs are disappearing, displacing thousands of Maine workers each year, other areas of the industry – among them biotechnology, precision metalwork, and wood composites – have potential for significant growth. Some would be experiencing even more robust growth if there were more skilled workers available to employers.

It is easy to believe that many of the jobs in a service- and knowledge-based economy of the future will require high skill levels. The majority of jobs in growing industries such as health care, education, financial services, and biotechnology require trained professionals to do the work. It is also likely that many of the jobs that emerge from investments in research and development will be skilled ones.

But as is true in manufacturing, jobs in the most traditional of trades – construction, marine trades, heating and plumbing – have become far more complex in recent years. Many of these jobs now rely on cutting-edge technology to get the work done, and on workers with the skills to use that technology and to adapt continually to new work processes.

This shift toward higher skilled labor has already occurred in Maine's economy. According to the Maine Department of Labor, the number of jobs in occupations requiring some form of post-secondary education or training is expected to rise by 16 percent between 2002 and 2012, while the number not requiring education beyond high school is expected to increase by only eight percent.

The impact of this shift is being felt by employers across the state. While the demand for skilled workers exists, a ready supply does not. In fact, the Maine Chamber of Commerce reported in 2004 that nearly 50 percent of its members were having a difficult time finding skilled workers. A recent analysis by the MCCA identified a projected annual shortage of more than 4,200 workers trained at the community college level.

The MCCA analysis found that its colleges – and other schools in the state offering similar programs – are likely to train only about one-third of the workers needed to meet the skilled employment needs of many of Maine's largest industries through the year 2012. These industries include some with significant potential for growth and the ability to have an impact on our quality of life, among them health care, business, hospitality, security, and construction.

The analysis found that Maine's economy is likely to produce more than 6,500 openings each year for workers with a certificate, diploma, or associate degree. But the MCCS—which awards more than 70 percent of these credentials – together with other schools will not be able to meet the demand for these workers and will be able to train only about 2,300 graduates in these fields. As the MCCS analysis notes: “Assuming no significant changes in conditions or performance, a gap of 4,234 openings will occur annually until some part of this equation changes.”

Clearly, economic and demographic trends combined with the state's persistently low college going rate are already having a profound impact on MCCS as the System's expanded role in the higher educational system matures.

MAINE COMMUNITY COLLEGE SYSTEM

BALANCE SHEETS

June 30, 2007 and 2006

	<u>ASSETS</u>	
	<u>2007</u>	<u>2006</u>
Current assets:		
Cash and cash equivalents (note 2)	\$ 5,729,684	\$ 1,859,840
Short-term investments (note 3)	18,383,786	16,597,164
Accounts receivable, net (note 1)	2,275,897	2,657,675
Inventories	1,254,756	1,192,129
Due from State	311,515	631,642
Other assets	<u>348,837</u>	<u>394,581</u>
Total current assets	28,304,475	23,333,031
Noncurrent assets:		
Deferred financing costs	302,563	-
Deposit with bond trustee (note 5)	6,564,018	585,231
Endowment investments (note 3)	6,307,336	5,603,978
Capital assets, net (note 4)	<u>105,279,035</u>	<u>88,656,770</u>
Total noncurrent assets	<u>118,452,952</u>	<u>94,845,979</u>
	<u>\$ 146,757,427</u>	<u>\$ 118,179,010</u>
	<u>LIABILITIES AND NET ASSETS</u>	
Current liabilities:		
Accounts payable	\$ 4,181,122	\$ 1,874,619
Accrued liabilities (note 1)	8,123,633	7,056,332
Deferred revenue	1,939,661	1,355,102
Long-term liabilities – current portion (note 5)	<u>-</u>	<u>1,000,000</u>
Total current liabilities	14,244,416	11,286,053
Long-term liabilities (note 5)	<u>26,916,018</u>	<u>3,490,000</u>
Total liabilities	41,160,434	14,776,053
Commitments and contingencies (note 7)		
Net assets (note 1):		
Invested in capital assets, net of related debt	85,229,598	84,752,001
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	6,307,336	5,604,156
Expendable:		
Scholarships and fellowships	3,714,607	3,116,252
Instructional department uses	663,584	249,523
Other	61,956	85,979
Unrestricted	<u>9,619,912</u>	<u>9,595,046</u>
Total net assets	<u>105,596,993</u>	<u>103,402,957</u>
	<u>\$ 146,757,427</u>	<u>\$ 118,179,010</u>

See accompanying notes.

MAINE COMMUNITY COLLEGE SYSTEM

MAINE COMMUNITY COLLEGE EDUCATIONAL FOUNDATIONS
(Component Units)

BALANCE SHEETS

June 30, 2007 and 2006

ASSETS

	<u>2007</u>	<u>2006</u>
Cash (note 8)	\$ 523,451	\$ 428,100
Short-term investments (note 8)	5,514,595	4,391,408
Pledges and other receivables (note 8)	970,495	851,219
Other assets	<u>209,820</u>	<u>128,862</u>
Total assets	<u>\$7,218,361</u>	<u>\$5,799,589</u>

LIABILITIES AND NET ASSETS

Accounts payable and accruals	\$ <u>341,335</u>	\$ <u>314,870</u>
Total liabilities	341,335	314,870
Net assets:		
Unrestricted	124,322	202,385
Temporarily restricted (note 8)	<u>6,752,704</u>	<u>5,282,334</u>
Total net assets	<u>6,877,026</u>	<u>5,484,719</u>
Total liabilities and net assets	<u>\$7,218,361</u>	<u>\$5,799,589</u>

See accompanying notes.

MAINE COMMUNITY COLLEGE SYSTEM

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS

Years Ended June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
Revenues:		
Operating revenues:		
Student tuition and fees	\$ 28,789,033	\$ 26,434,187
Residential life fees	4,465,920	4,403,360
Less: scholarship allowances	<u>(15,416,692)</u>	<u>(14,065,034)</u>
Net tuition and residential life fees	17,838,261	16,772,513
Federal grants and contracts	16,815,824	16,059,434
State and local grants and contracts	5,621,108	3,908,976
Nongovernmental grants and contracts	2,754,198	2,394,938
Sales and services of educational departments	865,899	481,648
Auxiliary enterprises	5,439,254	5,022,479
Other operating revenues	<u>1,606,684</u>	<u>1,470,889</u>
Total operating revenues	50,941,228	46,110,877
Expenses:		
Operating expenses:		
Instruction	43,393,747	40,630,298
Public service	406,724	445,884
Academic support	8,564,023	7,807,430
Student services	10,051,322	9,498,860
Institutional support	13,400,003	12,491,282
Operations and maintenance	9,790,308	9,478,827
Student aid	521,236	510,269
Auxiliary enterprises and residential life	8,262,239	8,037,728
Depreciation and amortization (note 4)	<u>6,205,151</u>	<u>6,256,871</u>
Total operating expenses	<u>100,594,753</u>	<u>95,157,449</u>
Operating loss	(49,653,525)	(49,046,572)
Nonoperating revenues (expenses):		
State appropriations (note 10)	47,721,192	43,318,462
Gifts	562,902	1,305,591
Investment income (net of investment expenses of \$60,202 in 2007 and \$52,599 in 2006)	2,939,226	1,488,945
Interest on capital-asset related debt	<u>(254,110)</u>	<u>(254,110)</u>
Net nonoperating revenues	<u>50,969,210</u>	<u>45,858,888</u>
Income (loss) before other revenues, expenses, gains or losses	1,315,685	(3,187,684)
Other revenues, (expenses), gains or (losses):		
Capital grants and gifts	195,235	741,793
Proceeds from State for grants and capital asset acquisition (note 9)	666,003	5,644,643
(Loss) gain on disposals of fixed assets	(35,043)	299,942
Additions to permanent endowments	<u>52,156</u>	<u>236,994</u>
Total other revenues, expenses, gains and losses	<u>878,351</u>	<u>6,923,372</u>
Increase in net assets	2,194,036	3,735,688
Net assets – beginning of year	<u>103,402,957</u>	<u>99,667,269</u>
Net assets – end of year	<u>\$ 105,596,993</u>	<u>\$ 103,402,957</u>

See accompanying notes.

MAINE COMMUNITY COLLEGE SYSTEM

MAINE COMMUNITY COLLEGE EDUCATIONAL FOUNDATIONS
(Component Units)

STATEMENTS OF ACTIVITIES

Years Ended June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
Revenues:		
Gifts and contributions (note 8)	\$1,378,516	\$1,534,412
Net investment income	672,896	310,400
Other	<u>442,292</u>	<u>251,677</u>
Total revenues	2,493,704	2,096,489
Expenses:		
Program expenses:		
Scholarships	233,381	240,212
Support (note 8)	422,105	384,713
Fundraising	235,389	193,791
Management and general	<u>210,522</u>	<u>191,581</u>
Total expenses	<u>1,101,397</u>	<u>1,010,297</u>
Increase in net assets	1,392,307	1,086,192
Net assets, beginning of year	<u>5,484,719</u>	<u>4,398,527</u>
Net assets, end of year	<u>\$6,877,026</u>	<u>\$5,484,719</u>

See accompanying notes.

MAINE COMMUNITY COLLEGE SYSTEM

STATEMENTS OF CASH FLOWS

Years Ended June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
Cash flows from operating activities:		
Receipts from tuition and fees	\$ 13,727,747	\$ 12,276,427
Receipts from grants and contracts	25,158,322	22,406,797
Receipts from residential life fees	4,490,707	4,402,617
Receipts from bookstore	5,505,244	4,983,293
Payments to suppliers and vendors	(24,260,590)	(25,109,682)
Payments to employees for salaries and benefits	(66,160,568)	(62,699,224)
Other sales and services	870,068	484,699
Other receipts	<u>1,779,960</u>	<u>1,249,298</u>
Net cash used by operating activities	(38,889,110)	(42,005,775)
Cash flows from noncapital financing activities:		
State appropriations	47,721,192	43,318,462
Special appropriations (Retiree Health Fund liquidation)	-	4,126,078
Gifts and grants received for other than capital purposes:		
Nonoperating private gifts	<u>379,052</u>	<u>502,988</u>
Net cash provided by noncapital financing activities	48,100,244	47,947,528
Cash flows from capital and related financing activities:		
Proceeds from bonded debt	23,439,642	-
Proceeds from state for grants and capital asset acquisition	986,130	6,193,039
Deferred bond issue costs	(302,563)	-
Capital grants and gifts received	37,650	340,013
Purchase of capital assets	(22,718,750)	(9,833,943)
Proceeds from sale of capital assets	252	397,565
Principal paid on capital debt and lease	(1,000,000)	-
Increase in deposit with bond trustee	(5,978,787)	(7,214)
Interest paid on capital debt and lease	<u>(254,110)</u>	<u>(254,110)</u>
Net cash used by capital and related financing activities	(5,790,536)	(3,164,650)
Cash flows from investing activities:		
Proceeds from sales and maturities of investments	22,651,794	31,696,028
Disbursements for investment purposes	(22,979,619)	(34,020,523)
Interest and dividends	<u>777,071</u>	<u>660,646</u>
Net cash provided (used) by investing activities	<u>449,246</u>	<u>(1,663,849)</u>
Increase in cash and cash equivalents	3,869,844	1,113,254
Cash and cash equivalents, beginning of year	<u>1,859,840</u>	<u>746,586</u>
Cash and cash equivalents, end of year	<u>\$ 5,729,684</u>	<u>\$ 1,859,840</u>

MAINE COMMUNITY COLLEGE SYSTEM

STATEMENTS OF CASH FLOWS
(CONTINUED)

Years Ended June 30, 2007 and 2006

	<u>2007</u>	<u>2006</u>
Reconciliation of operating loss to net cash used by operating activities:		
Operating loss	\$(49,653,525)	\$(49,046,572)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Bad debts provision	375,517	457,272
Depreciation and amortization	6,205,151	6,256,871
Noncash donations of supplies	236,006	1,039,597
Changes in assets and liabilities:		
Accounts receivable, net	6,261	(825,917)
Inventories	(62,627)	23,174
Other assets	45,744	(20,062)
Accounts payable	2,306,503	(848,146)
Accrued liabilities	1,067,301	439,837
Deferred revenue	<u>584,559</u>	<u>518,171</u>
Net cash used by operating activities	<u>\$(38,889,110)</u>	<u>\$(42,005,775)</u>
Supplemental disclosure of noncash capital activities:		
Donated capital assets	<u>\$ 157,585</u>	<u>\$ 401,780</u>
Summary of noncash transactions:		
Net gains credited directly to investments	<u>\$ 2,162,155</u>	<u>\$ 828,299</u>

See accompanying notes.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

1. Summary of Significant Accounting Policies

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

Basis of Presentation

The Maine Community College System is Maine's comprehensive two-year college system and offers certificate, diploma, and associate degree programs. The financial statements of the System include the activity of its seven colleges, the central administrative office and its Center for Career Development (CCD) which directs system-wide programs and supports other strategic projects and initiations for the System.

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

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) using the economic resources measurement focus and the accrual basis of accounting. In accordance with GASB Statement No. 20, the System follows all applicable GASB pronouncements. In addition, the System applies all applicable Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. The System has elected not to apply FASB pronouncements issued after November 30, 1989.

The following elements are included with these general purpose financial statements, as required by GASB Statement No. 35:

- Management's Discussion and Analysis (as required supplemental information)
- Basic financial statements which include the Balance Sheets, Statements of Revenues, Expenses and Changes in Net Assets and Statements of Cash Flows
- Notes to the Financial Statements

The System follows the "business-type activities" ("BTA") requirements of GASB Statement No. 35. BTAs are defined as those that are financed in whole or in part by fees charged to external parties for goods or services.

GASB Statement No. 35 requires financial statements to be reported on a consolidated basis and establishes standards for external financial reporting by public colleges and universities that classify resources into the following net asset categories:

- Invested in capital assets, net of related debt: Capital assets, at historical cost or fair market value on the date of gift and deposit with bond trustee, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

1. Summary of Significant Accounting Policies (Continued)

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

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

Reporting Entity

The financial reporting entity consists of the primary government (the System), as well as its component units, the various Foundations of the System's Colleges (the Foundations) as defined by generally accepted accounting principles established by GASB.

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

The Foundations are private not-for-profit organizations that report their financial results in accordance with Financial Accounting Standards Board (FASB) Statements. Most significant to the Foundation's operations and reporting model are FASB Statement No. 116, *Accounting for Contributions Received and Contributions Made*, and FASB Statement No. 117, *Financial Reporting for Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences. Significant note disclosures to the Foundations' financial statements have been incorporated into the System's notes to the financial statements in note 8.

Cash Equivalents

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

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

1. Summary of Significant Accounting Policies (Continued)**Investments**

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

Endowment Investments

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

Individual endowment funds are invested on a pooled basis. Total endowment investment yield received for the year is distributed to fund accounts, in accordance with the terms or restrictions of the individual fund.

Quasi-Endowment

Quasi-endowment funds are restricted by direction of the trustees and are invested on a basis similar to endowment funds. These funds are classified in the accompanying balance sheets as unrestricted net assets and amounted to \$497,338 and \$371,248 at June 30, 2007 and 2006, respectively. The principal and income of quasi-endowment funds may be expended at the discretion of the trustees. The Board of Trustees of the System has designated that all unrealized gains or losses on unrestricted investments are quasi-endowed funds to be held in a manner similar to endowment funds and in accordance with stated policies.

Accounts Receivable

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

Student accounts receivable are carried at the unpaid balance of the original amount billed to students. Student accounts receivable are net of an estimate made for doubtful accounts based on a review of all outstanding amounts. Management determines the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging of accounts. Student accounts are written off when deemed uncollectible. Recoveries of student accounts previously written off are recorded when received. The provision for bad debts charged to expense was \$375,517 and \$457,272 for the years ended June 30, 2007 and 2006, respectively.

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

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

1. Summary of Significant Accounting Policies (Continued)

Accounts receivable at June 30, 2007 and 2006 consisted of the following:

	<u>2007</u>	<u>2006</u>
Grants and contracts	\$ 920,631	\$ 887,823
Student and general	2,159,154	2,525,530
Allowance for doubtful accounts	<u>(803,888)</u>	<u>(755,678)</u>
Total accounts receivable, net	<u>\$2,275,897</u>	<u>\$2,657,675</u>

Inventories

Inventories are valued at the lower of cost (first-in, first-out) or market and consist primarily of bookstore and food inventories.

Capital Assets

Capital assets funds, derived from appropriations and the System funds so designated by the Board of Trustees, may be used to meet expenditures for construction of additional facilities, major renovations and retirement of indebtedness arising therefrom. Designated funds are unrestricted funds for which the Board of Trustees or administration stipulates a specific use, thereby designating them for that purpose. However, the Board of Trustees may at any time redesignate the funds for other use. Total designated capital asset funds included in unrestricted net assets amounted to \$2,822,450 and \$3,566,052 at June 30, 2007 and 2006, respectively.

Land, buildings, equipment and fixtures are stated at cost at the date of acquisition, or fair market value at the date of donation in the case of gifts. Expenditures for maintenance, repairs and assets with a cost of under \$1,500 are expensed as incurred. Upon sale or retirement of an asset, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is included in the statement of revenues, expenses and changes in net assets. Assets are depreciated on a straight-line basis according to the following estimated useful lives:

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

Assets under capital leases are depreciated using the shorter of the above useful lives or the term of the lease.

Financing Costs

Costs of financing, which are comprised of issuance fees, legal fees and other related financing costs, are deferred and amortized over the lives of the respective notes payable using the straight-line method.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

1. Summary of Significant Accounting Policies (Continued)Compensated Absences

The System accrues amounts for compensated absences as earned. As of June 30, 2007 and 2006, the System had accrued \$1,761,694 and \$1,623,028, respectively. These accrued balances represent vacation and earned time amounts payable to employees upon termination of employment. Estimates are based on analysis performed by management.

Revenue Recognition

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

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

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

Auxiliary Revenue

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

Operating Revenues and Expenses

Operating revenues consist of tuition and fees, federal, state and other grants and contracts, sales and services of education activities and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and depreciation and amortization. All other revenues and expenses of the System are reported as nonoperating revenues and expenses including state general appropriations, noncapital gifts, short-term investment income, interest expense and capital additions and deductions. Capital items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended or in the case of fixed price contracts, when the contract terms are met or completed.

Tax Status

The Maine Community College System is exempt from income taxes because it is an instrumentality of the State of Maine.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

1. Summary of Significant Accounting Policies (Continued)*Agency Funds*

Agency funds are cash held by an institution acting as custodian or fiscal agent but not assets or liabilities of the institution. The cash is deposited with the institution for safekeeping, to be used or withdrawn by the depositor at will. As of June 30, 2007 and 2006, the System held assets totaling \$545,564 and \$664,430, respectively, consisting primarily of Student Union Activity Funds, which are not reflected on the accompanying balance sheet.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities, as well as the reported amounts of revenues and expenses. These estimates include the valuation of accounts receivable. Actual results could differ from those estimates.

2. Cash and Cash Equivalents

The carrying amounts, which represent both cost and fair value, of cash and cash equivalents for the System at June 30, 2007 and 2006 are presented below:

	<u>2007</u>	<u>2006</u>
Cash in bank	\$ 840,163	\$ 621,404
Outstanding checks	(2,196,718)	(2,139,137)
State of Maine Investment Pool	6,830,979	2,496,256
Bank of America repurchase agreements	<u>255,260</u>	<u>881,317</u>
	<u>\$ 5,729,684</u>	<u>\$ 1,859,840</u>

Bank account balances are subject to depository insurance up to \$100,000, and the Bank of America repurchase agreements are collateralized by U.S. agency securities held by the financial institution in the name of the System. All other cash and cash equivalent balances are uncollateralized.

The State of Maine Investment Pool is not rated by a nationally recognized statistical rating organization. However, the Pool is limited by state law to invest in obligations of the U.S. Treasury and its agencies and instrumentalities that mature within 36 months and repurchase agreements that are secured by obligations of the U.S. Government and its agencies and instrumentalities and mature within 12 months, prime commercial paper, corporate bonds rated AAA, and money market funds. The Pool is also allowed to invest in time deposits in local banks. The System's management considers this investment to be a money market instrument and carries the amounts at cost.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

3. Investments

The fair value of investments for the System at June 30, 2007 and 2006 are as follows:

	<u>2007</u>	<u>2006</u>
Management account investments:		
U.S. Government and agency bonds	\$ 7,433,113	\$ 7,891,994
Corporate bonds	4,972,419	3,515,018
Common stock	6,917,433	5,994,228
Mutual funds	4,024,630	2,742,658
Money market funds	1,143,888	1,923,285
Accrued income	<u>196,414</u>	<u>130,833</u>
Total management account investments	24,687,897	22,198,016
Other investments	<u>3,225</u>	<u>3,126</u>
Total investment balance	<u>\$ 24,691,122</u>	<u>\$ 22,201,142</u>

The System's investments are reported in the financial statements at June 30, 2007 and 2006 as follows:

	<u>2007</u>	<u>2006</u>
Short-term investments	\$ 18,383,786	\$ 16,597,164
Endowment investments	<u>6,307,336</u>	<u>5,603,978</u>
	<u>\$ 24,691,122</u>	<u>\$ 22,201,142</u>

Interest Rate Risk

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and laddered so as to mitigate interest rate fluctuations.

The maturities or repricings of debt securities at June 30, 2007 are as follows:

	<u>2008</u>	<u>2009</u>	<u>2010 – 2012</u>	<u>2013 – 2017</u>	<u>Thereafter</u>	<u>Total</u>
U.S. Treasury	\$ 149,771	\$ 499,845	\$ 265,806	\$1,413,971	\$ 66,747	\$ 2,396,140
U.S. agency (FHLB, FNMA, etc.)	1,821,190	1,001,645	1,426,727	787,411	–	5,036,973
Corporate bonds and notes	<u>–</u>	<u>670,295</u>	<u>2,140,507</u>	<u>2,161,617</u>	<u>–</u>	<u>4,972,419</u>
	<u>\$1,970,961</u>	<u>\$2,171,785</u>	<u>\$3,833,040</u>	<u>\$4,362,999</u>	<u>\$ 66,747</u>	<u>\$ 12,405,532</u>

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

3. Investments (Continued)Credit Risk

The System limits its exposure to credit risk in its investment policy by only investing in securities with an investment grade quality rating by a nationally recognized statistical rating organization. Any small investments in unrated securities will be evaluated by management for credit risk on an exception basis.

At June 30, 2007, the ratings for investments in debt securities are summarized as follows:

	<u>AAA</u>	<u>AA</u>	<u>A</u>	<u>BAA</u>
U.S. Government agency bonds ⁽¹⁾	\$5,036,973	\$ -	\$ -	\$ -
Corporate bonds	442,122	2,270,299	1,808,471	451,527

⁽¹⁾ Includes bonds issued by FHLB, FNMA, FFCB, FHLMC and SLMA. Excludes Treasuries and bonds issued by SBA and GNMA.

Concentration of Credit Risk

The System has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer. As of June 30, 2007, 30% of the System's investments were invested in U.S. Government Agency Bonds. No other single issuer represented more than 5% of the System's investments at June 30, 2007.

Custodial Credit Risk

All of the System's investments in bonds and stocks are held by the System's agent in the System's name. Mutual funds are held in the bank's nominee name.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

4. Capital Assets

Property and equipment activity for the year ended June 30, 2007 is summarized as follows:

	Balance <u>July 1, 2006</u>	<u>Additions</u>	<u>Retirements</u>	Balance <u>June 30, 2007</u>
Land	\$ 1,730,775	\$ 83,458	\$ -	\$ 1,814,233
Buildings	90,641,195	-	261,098	90,380,097
Improvements	31,967,410	1,429,292	-	33,396,702
Furniture and equipment	38,339,304	1,763,224	1,294,258	38,808,270
Library books and periodicals	3,423,529	235,119	-	3,658,648
Construction in process	<u>5,370,053</u>	<u>19,730,662</u>	<u>395,718</u>	<u>24,704,997</u>
	171,472,266	23,241,755	1,951,074	192,762,947
Less: accumulated depreciation	<u>(82,815,496)</u>	<u>(6,205,151)</u>	<u>(1,536,735)</u>	<u>(87,483,912)</u>
Property and equipment, net	<u>\$ 88,656,770</u>	<u>\$ 17,036,604</u>	<u>\$ 414,339</u>	<u>\$ 105,279,035</u>

As of June 30, 2007, the System capitalized interest in the amount of \$310,141, which is associated with campus construction projects financed through notes payable as discussed in note 5. As of June 30, 2007, the System has an outstanding commitment of \$4.7 million in relation to the aforementioned campus construction project.

Property and equipment activity for the year ended June 30, 2006 is summarized as follows:

	Balance <u>July 1, 2005</u>	<u>Additions</u>	<u>Retirements</u>	Balance <u>June 30, 2006</u>
Land	\$ 1,558,370	\$ 172,405	\$ -	\$ 1,730,775
Buildings	90,643,599	-	2,404	90,641,195
Improvements	23,113,265	8,880,780	26,635	31,967,410
Furniture and equipment	41,418,400	2,345,803	5,424,899	38,339,304
Library books and periodicals	3,253,096	191,807	21,374	3,423,529
Construction in process	<u>6,725,125</u>	<u>4,078,699</u>	<u>5,433,771</u>	<u>5,370,053</u>
	166,711,855	15,669,494	10,909,083	171,472,266
Less: accumulated depreciation	<u>(81,936,314)</u>	<u>(6,256,871)</u>	<u>(5,377,689)</u>	<u>(82,815,496)</u>
Property and equipment, net	<u>\$ 84,775,541</u>	<u>\$ 9,412,623</u>	<u>\$ 5,531,394</u>	<u>\$ 88,656,770</u>

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

5. Long-Term Liabilities

Long-term liabilities activity for the year ended June 30, 2007 is summarized as follows:

	2007					
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Payments</u>	<u>Premium Amortization</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes payable	\$ -	\$ 23,439,642	\$ -	\$ 13,624	\$ 23,426,018	\$ -
Capital leases	<u>4,490,000</u>	<u>-</u>	<u>1,000,000</u>	<u>-</u>	<u>3,490,000</u>	<u>-</u>
	<u>\$4,490,000</u>	<u>\$ 23,439,642</u>	<u>\$1,000,000</u>	<u>\$13,624</u>	<u>\$ 26,916,018</u>	<u>\$ -</u>

Long-term liabilities activity for the year ended June 30, 2006 is summarized as follows:

	2006					
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Payments</u>	<u>Premium Amortization</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Capital leases	<u>\$4,490,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,490,000</u>	<u>\$1,000,000</u>
	<u>\$4,490,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,490,000</u>	<u>\$1,000,000</u>

Notes payable consist of the following at June 30, 2007 and 2006:

	<u>2007</u>	<u>2006</u>
Notes payable to MHHEFA in conjunction with revenue bonds: Series 2006 F (including original issue premium of \$817,469) which bears interest at rates ranging from 4.0% to 5.0%; annual principal payments due in amounts ranging from \$545,000 in 2012 to \$1,630,000 in 2036 when note is repaid in full	\$ 23,426,018	\$ -
Total notes payable	<u>\$ 23,426,018</u>	<u>\$ -</u>

In September of 2006, the System issued debt with a par value of \$24,340,000 through the Maine Health and Higher Education Facilities Authority (MHHEFA) with an average annual interest rate of 4.7 percent and a final maturity in July 2036. The purpose of the proceeds was to fund a major expansion project at three of the college campuses. The Maine Health and Higher Education Facilities Authority requires that \$1,717,827 of the proceeds be transferred to a debt reserve fund that is retained by MHHEFA in an interest bearing account and will be used by MHHEFA to make the final payment of principal and interest in 2036. Accordingly, funds transferred to MHHEFA are not reflected within the balance sheet of the System. The notes were issued at a premium of \$817,469 of which \$13,624 was amortized during fiscal 2007.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

5. Long-Term Liabilities (Continued)

The proceeds were required to be deposited with a trustee until construction-related expenditures were incurred. As of June 30, 2007, \$5,983,718 remains on deposit with the trustee to be spent in conjunction with construction project.

The notes are collateralized against the gross receipts of the MCCS. MCCS is required to make monthly deposits of principal and interest of amounts sufficient to make the semi-annual interest payments and annual principal payments and maintain a ratio of income available for debt service to annual debt service of at least 1.20 for each fiscal year. At June 30, 2007, MCCS met the debt-service ratio.

At June 30, 2007, future payments in conjunction with the notes payable to MHHEFA related to the Series 2006 F revenue bonds are as follows:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2008	\$ —	\$ 953,743	\$ 953,743
2009	—	1,167,849	1,167,849
2010	—	1,167,849	1,167,849
2011	—	1,167,849	1,167,849
2012	—	1,167,849	1,167,849
2013 – 2017	2,945,000	5,612,644	8,557,644
2018 – 2022	3,610,000	4,956,091	8,566,091
2023 – 2027	4,570,000	4,003,218	8,573,218
2028 – 2032	5,805,000	2,748,918	8,553,918
2033 – 2036	<u>5,692,173</u>	<u>1,065,153</u>	<u>6,757,326</u>
Total payments	22,622,173	\$ <u>24,011,163</u>	\$ <u>46,633,336</u>
Unamortized premium	<u>803,845</u>		
Total		\$ <u>23,426,018</u>	

On January 1, 1997, the System executed and delivered Certificates of Participation in the amount of \$5,280,000 to finance the construction of buildings and infrastructure and the acquisition of equipment at one of the colleges, York County Community College. This transaction was accounted for as a capital lease. The certificates are scheduled to mature in four installments with one maturing every five years, the next of which occurs in fiscal 2012 and the final one that occurs in fiscal 2017. The interest component is payable semi-annually through fiscal 2017. The certificates require an amount of \$450,000 to be held on deposit with the bond trustee to cover a portion of the final principal payment. The total held, including income earned, is \$580,300 and \$585,231, which is classified as deposit with bond trustee at June 30, 2007 and 2006, respectively.

The assets acquired under this lease have a net book value of approximately \$3.8 million and \$4.0 million at June 30, 2007 and 2006, respectively. The assets are included in buildings as part of capital assets and the amortization is included with depreciation expense.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

5. Long-Term Liabilities (Continued)

At June 30, 2007, future minimum payments under noncancelable capital lease obligations are as follows:

Year ending <u>June 30,</u>	
2008	\$ 201,110
2009	201,110
2010	201,110
2011	201,110
2012	1,511,110
2013 – 2017	<u>2,812,200</u>
Total minimum lease payments	5,127,750
Less amounts representing interest at rates ranging from 4.80% to 7.25%	<u>1,637,750</u>
Present value of net minimum lease payments under capital leases	<u>\$ 3,490,000</u>

6. Retirement Plans*Maine State Retirement System*

Approximately 75% of employees of the System participate in the Maine State Retirement System (MSRS), an agent, multiple-employer public retirement system. The MSRS provides pension, death and disability benefits to its members, which include employees of the State, certain public school employees and employees of approximately 250 local municipalities and other public entities in Maine.

The MSRS retirement programs provide defined retirement benefits based on members' average final compensation and creditable service. Vesting occurs upon the earning of five years of service credit or the earning of one year of service credit immediately preceding retirement at or after normal retirement age. Normal retirement age is age 60 or 62, determined by whether a member had at least 10 years of creditable service on June 30, 1993, and the monthly benefit of members eligible to retire before normal retirement age by virtue of having at least 25 years of service is reduced by a statutorily prescribed factor for each year of age that a member is below her/his normal retirement age at retirement. The MSRS also provides death, disability and post-retirement health insurance benefits, which are established by statute for State and public school employees, and by contract with other participating employers under applicable statutory provisions.

Upon termination of membership, members' accumulated employee contributions are refundable with interest, credited in accordance with statute. Withdrawal of accumulated contributions results in forfeiture of all benefits. The annual rate of interest credited to members' accounts is set by the MSRS's Board of Trustees and is currently 6.0%.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

6. Retirement Plans (Continued)

Total System and employee contributions (which equal the actuarially required contributions) to the MSRS for 2007, 2006 and 2005 are as follows:

	<u>2007</u>	<u>2006</u>	<u>2005</u>
System	\$ 10,191,218	\$ 9,388,386	\$8,066,078
Employee	<u>1,900,160</u>	<u>1,809,213</u>	<u>1,802,957</u>
Total	<u>\$ 12,091,378</u>	<u>\$ 11,197,599</u>	<u>\$9,869,035</u>

The System contributions ranged from 28.38% to 34.03% of salaries and wages for covered employees, depending upon employee classification. The standard employee contribution under MSRS for fiscal 2007 and 2006 was 7.65% of earned compensation as required by law, with the exception of certain employee classifications whereby the System funds a portion of the employee contribution requirement. In fiscal 2006, contributions from the System accounted for approximately 2.36% of all MSRS contributions.

Significant actuarial assumptions used include: a) a rate of return on the investment of assets of 7.75% per annum, compounded annually, and b) salary increases of 4.75% to 10.0% per annum. Assets are valued on a market value and actuarial smoothed value basis.

MSRS's funding policy provides for periodic employer contributions at actuarially determined rates that, expressed as percentages of annual covered payroll, are sufficient to accumulate adequate assets to pay benefits when due. Level percentage of payroll contribution rates are determined using the entry age normal actuarial funding method.

Total salaries and wages for the System in fiscal 2007 and 2006, respectively, were \$47,662,239 and \$44,858,652. Total salaries and wages for covered employees participating in MSRS were \$27,400,160 and \$26,081,538, in fiscal 2007 and 2006, respectively. Total salaries and wages for covered employees participating in TIAA-CREF (see below) were \$11,244,269 and \$10,270,517, for fiscal 2007 and 2006, respectively, including salaries and wages for Maine Education Association (MEA) employees participating in TIAA-CREF for whom MSRS contributions are being made in fiscal 2007 and 2006, respectively, were \$8,914,213 and \$8,037,877.

Additional five-year historical trend information on the Maine State Retirement System can be obtained from MSRS in a separately issued, publicly available report.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

6. Retirement Plans (Continued)

Defined Contribution Plan

Certain employees participate in an optional program with the Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF), a defined contribution plan. In defined contribution plans, benefits depend solely on amounts contributed plus investment earnings. Only confidential employees and, as of July 1999, MEA Administrators and faculty are eligible to participate in the TIAA-CREF defined contribution plan. The System contributes 12.88% and 6.04% of total salaries for eligible confidential and MEA employees, respectively. The System contribution is funded as it accrues and, along with the contributions of the employees, is immediately vested. MEA employees make contributions at an average of 8.22% of total salaries (8.16% in fiscal 2006). Total employer contributions to the TIAA-CREF program in fiscal year 2007 and 2006, respectively, amounted to \$838,482 and \$773,052, which consisted of \$300,021 and \$287,564 for confidential employees and \$538,461 and \$485,488 for MEA employees. MEA employee contributions amounted to \$733,414 and \$655,989. Furthermore, as part of the arrangement to include MEA employees in TIAA-CREF, the MSRS required that the System continue to contribute toward the unfunded actuarial liability on behalf of all MEA employees participating in TIAA-CREF at a rate of 10.35% (9.98% in fiscal 2006) of total salaries.

Post-Retirement Health Insurance

The System is also required to pay 11.99% (11.75% in fiscal 2006) for post-retirement health insurance for MEA employees who retire and participate in TIAA-CREF, plus 6.9% for unfunded actuarial liabilities. The amount contributed by the System (and reflected as an expense) under this arrangement was actuarially determined by MSRS in fiscal 2007 and 2006, respectively, and was \$1,991,592 and \$1,746,631, which is included in the total employer contributions made to the MSRS.

7. Commitments and Contingencies

In 1989, the System changed from self-insurance to a commercial insurance policy for workers' compensation claims. The System records claims that were incurred while self-insured in the financial statements when paid. Total payment on these claims during the years ended June 30, 2007 and 2006 were approximately \$37,139 and \$36,500, respectively. Payments related to these self-insured claims are reimbursed through future state appropriations, therefore no liability is reflected in the financial statements for any related contingent liability as of June 30, 2007 or 2006. The contingent liability for estimated unpaid workers' compensation claims at June 30, 2007 and 2006 was approximately \$352,500 and \$361,000, respectively.

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

The System has been named a potentially responsible party at a toxic waste site. At this time, it is not possible for management to estimate the amount of any potential liability.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

7. Commitments and Contingencies (Continued)

The System entered into a ten-year operating lease, which ended June 30, 2006, for the current building in which the central administrative office of the System is located. The System is currently renting this space month-to-month. Annual rent was \$167,460 and \$178,805 for the years ended June 30, 2007 and 2006. Each year the annual rent may be adjusted by an inflation factor. There was no adjustment in 2007 and management estimates rent for fiscal 2008 to be \$167,460.

8. FoundationsBasis of Accounting

The Foundations follow the accrual basis of accounting whereby revenues are recorded when earned and expenses are recorded when obligation for payment is incurred.

Cash

Cash held by the Foundations in financial institutions at June 30, 2007 and 2006 included \$538,786 and \$420,691, respectively, that was covered by federal depository insurance; the remainder was uninsured and uncollateralized. Bank balances were \$696,248 and \$624,545 at June 30, 2007 and 2006, respectively.

Pledges

Pledges are recorded at their net present value and net of allowance for uncollectible amounts of \$74,581 at June 30, 2007 and \$89,408 at June 30, 2006 and are substantially all due within four years.

Investments

Investments held by the Foundations at June 30, 2007 and 2006, which are carried at market value, consisted of the following:

	<u>2007</u>	<u>2006</u>
U.S. Government bonds	\$ 486,464	\$ 418,234
Corporate bonds	133,588	137,262
Common stock	1,038,254	769,103
Mutual funds	3,070,375	2,578,662
Money market funds and certificates of deposits	<u>785,914</u>	<u>488,147</u>
	<u>\$5,514,595</u>	<u>\$4,391,408</u>

Net Assets

Net assets at June 30, 2007 and 2006 were substantially all temporarily restricted for various uses in support of System operations or scholarships to System students.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

June 30, 2007 and 2006

8. Foundations (Continued)*Gifts and Contributions*

Gifts and contributions are recorded when an unconditional promise to give is received, or when assets are received in a contribution, whichever occurs first.

Support

Support consists of amounts paid to the System in support of the System's various programs.

9. Proceeds From State for Grants and Capital Asset Acquisition

From the date of State of Maine general purpose bonds issued through June 30, 2007, the System has spent \$26,419,498 on capital improvements and has received \$11,127,543 in matching funds. The funds received from the State in fiscal 2007 and fiscal 2006 amounted to \$14,823 and \$8,300, respectively, and are included as nonoperating revenues in the statement of revenues, expenses and changes in net assets.

In November 2001, a State of Maine general purpose bond issue was authorized in the amount of \$36,700,000 for the State's public universities, the Maine Maritime Academy and other public learning centers. The System's portion of this bond is \$1,200,000 and it is for renovations and classroom equipment at the Bath Higher Education Center and the Katahdin Area K-Tech Center. The System will not be required by the State of Maine to assume the bond liability when activities are complete. Through June 30, 2007, the System has spent \$1,000,000 on the Bath Center and \$200,000 on the K-Tech Center. The funds received from the State in fiscal 2006 amounted to \$14,761, and were included as nonoperating revenues in the statement of revenues, expenses and changes in net assets. The project was completed as of June 30, 2006.

In June 2002, a State of Maine general purpose bond issue was authorized in the amount of \$28,500,000 to Capitalize the School Revolving Renovation Fund, to Provide Grants to Public Educational Institutions to Install Sprinkler Systems in Dormitories, to Renovate the Harlow Office Building and to Provide a Center for Homeless Teenagers. The System's portion of the bond is \$1,193,000 and it is for the purchase and installation of automatic sprinkler systems in dormitories. The System will not be required by the State of Maine to assume the bond liability when activities are complete. Through June 30, 2006, the System has spent \$643,086 on this project. The funds received from the State in fiscal 2006 amounted to \$34,309, and were included as nonoperating revenues in the statement of revenues, expenses and changes in net assets. The project was completed as of June 30, 2006.

MAINE COMMUNITY COLLEGE SYSTEM

NOTES TO FINANCIAL STATEMENTS

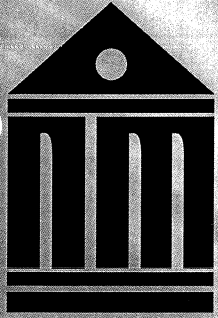
June 30, 2007 and 2006

9. Proceeds From State for Grants and Capital Asset Acquisition (Continued)

In November 2003, a State of Maine general purpose bond issue was authorized in the amount of \$19,000,000. The System's portion of the bond is \$12,000,000 to be used for repairs, upgrades and other facility improvements, enhance access to facilities for students with disabilities and update classroom equipment. The System will not be required by the State of Maine to assume the bond liability when activities are complete. Through June 30, 2007, the System has spent \$11,651,795 on this project. The funds received from the State in fiscal 2007 and 2006 amounted to \$651,180 and \$5,187,273, respectively, and are included as nonoperating revenues in the statement of revenues, expenses and changes in net assets.

10. State Appropriations

During the years ended June 30, 2007 and 2006, the System's state appropriations revenue was unrestricted. These appropriations include general appropriations as well as special appropriations.



**NORTHERN
MAINE**
COMMUNITY COLLEGE

Appendix C

Balance Sheet

Northern Maine Community College
Balance Sheets
JUNE 30, 2007 and 2006

	2007	2006
Assets		
Current assets:		
Cash and cash equivalents	1,318,702	1,600,031
Short-term investments	12,077	11,264
Accounts receivable, net	266,630	218,781
Inventories	164,486	94,941
Due from state for capital asset acquisition	511	
Other assets	19,259	31,878
	<hr/>	<hr/>
Total current assets	1,781,664	1,956,895
Noncurrent assets:		
Endowment investments	296,429	262,868
Capital assets, net	10,025,829	10,565,909
	<hr/>	<hr/>
Total noncurrent assets	10,322,258	10,828,777
	<hr/>	<hr/>
Total assets	12,103,922	12,785,673
Liabilities		
Current liabilities:		
Accounts payable	82,022	81,528
Accrued Liabilities	879,270	795,390
Deferred revenue	139,957	129,243
	<hr/>	<hr/>
Total current liabilities	1,101,249	1,006,161
Noncurrent liabilities:		
	<hr/>	<hr/>
Total liabilities	1,101,249	1,006,161
Net Assets		
Invested in capital assets, net	10,025,829	10,565,909
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	296,429	262,868
Expendable:		
Scholarships and fellowships	12,077	11,264
Unrestricted	668,338	939,471
	<hr/>	<hr/>
Total net assets	11,002,674	11,779,512
	<hr/>	<hr/>
Total liabilities & net assets	12,103,922	12,785,673



**NORTHERN
MAINE**
COMMUNITY COLLEGE

Appendix D

*Statement of
Changes in
Fund
Balances*

Northern Maine Community College
Statement of Revenues, Expenses, and Changes in Net Assets
Years Ended June 30, 2007 and 2006

	2007	2006
Revenues:		
Operating revenues:		
Student tuition and fees	2,278,812	2,307,930
Residential life fees	751,114	684,033
Less: scholarship allowances	(1,827,969)	(1,696,656)
	<hr/>	<hr/>
Net tuition and residential life fees	1,201,957	1,295,308
Federal grants and contracts	2,013,521	2,073,311
State and local grants/contracts	377,572	225,707
Nongovernmental grants/contracts	25,822	65,357
Auxiliary enterprises	595,996	563,731
Other operating revenues	173,655	158,927
	<hr/>	<hr/>
Total operating revenues	4,388,522	4,382,342
Expenses:		
Operating expenses:		
Instruction	4,756,442	4,635,133
Academic support	697,174	792,839
Student services	1,183,783	1,085,751
Institutional support	1,890,435	1,641,663
Operations & maintenance	1,352,017	1,215,446
Student aid	136,006	140,167
Auxiliary enterprises	1,219,681	1,114,869
Noncurrent funds - Depreciation	730,322	752,688
	<hr/>	<hr/>
Total operating expenses	11,965,861	11,378,554
Operating loss	(7,577,338)	(6,996,213)
Nonoperating revenues (expenses):		
State appropriations	6,527,404	6,095,344
Gifts	192,415	15,416
Investment Income(net of expenses)	41,375	23,741
	<hr/>	<hr/>
Net nonoperating revenues	6,761,193	6,134,501
Income (loss) before other revenues, expenses, ga	(816,145)	(861,712)

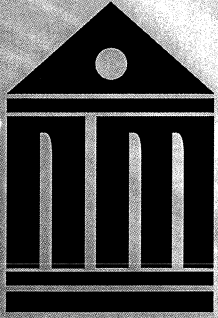
Other revenues, expenses, gains or losses:

Proceeds from state for capital asset acquisition	1,976	355,412
Loss on disposals of fixed assets	(12,109)	0
Inter-campus transfers	49,439	123,349

Total other revenues, expenses, gains and losses	<u>39,307</u>	<u>478,760</u>
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Increase in net assets	(776,838)	(382,952)
Net assets - beginning of year	<u>11,779,512</u>	<u>12,162,463</u>

Net assets - end of year	<u>11,002,674</u>	<u>11,779,512</u>
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**NORTHERN
MAINE**
COMMUNITY COLLEGE

Appendix E

Current Funds Budget

FUND: D-1 UNRESTRICTED FUNDS

MAINE COMMUNITY COLLEGE SYSTEM
 NMCC CONSOLIDATED
 MONTHLY BUDGET REPORT
 FISCAL YEAR 2008

DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUES & RECEIPTS														
TUITION	4010			862450	-16000	-2000	632395	129070	-3500	-1000	30000	-3304		1,628,111
REGISTRATION FEES	4030			17401	-220	50	1803	926	-70					19,990
APPLICATION FEES	4050	725	700	400	525	1000	1100	750	600	600	700	600	600	9,400
TRANSCRIPT FEES	4060	125	150	150	100	125	200	125	100	100	100	100	100	1,475
GRADUATION FEES	4070							12600						12,600
OTHER STUDENT FEES	4090			63000	-950	-50	150	57650	-1463		3200	-600		121,887
COURSE FEES	4091			123850	-3000	-225	110894	-150	-140					231,229
STATE	4120	637002	566224	566224	566224	566224	566224	566224	566224	566224	566224	566224	778558	7,077,800
GOV INDIRECT COST RECOVERY	4290				5100	4442	5100	5100	5543					20,185
GIFTS - NON CASH	4320	1500	1500	1700	1700	1700	1700	1700	1700	1700	1700	1700	1700	20,000
GIFTS-BUSINESS & INDUSTRY	4330			2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	20,000
FOOD SERVICE SALES	4650	3000	17000	201000	9000	15000	17000	170000	15000	9000	14000	14000	12000	492,000
HOUSING FEES	4700	800	800	168200	-500	-1000		151700	-2200	-400	500	500		317,900
OTHER SALES & SERVICES	4710		250	64200	-800	-125	125	8800	2424	75	1450	50		76,999
FINES AND PENALTIES	4810			600	575	500	100	500	475	450	800	900		4,650
NMCC - MISC REVENUE	4896	1025	12435	3425	1525	1875	11460	2750	450	450	1275	15350		57,170
TRANSFERS - NONMANDATORY	4950	-445	-445	-445	4255	4355	2905	755	1255	5655	4255	89521		115,926
TOTAL REV & RECEIPTS		643732	598614	2074155	569534	593871	589029	1348156	1110500	580705	595947	626204	896875	10,227,322
PERSONAL SERVICES														
PERMANENT REGULAR	5100	78023	262064	350170	525262	354993	354993	354994	348373	348373	522566	348373	749884	4,598,068
STUDENT LABOR	5140	2208	3042	9532	10981	11102	10981	9700	10980	11100	10788	6378	2658	99,450
INTERMITTENT REGULAR	5190		680	14247	56106	38919	36674	12534	28384	28609	38043	23429	35300	312,925
PREMIUM OVERTIME	5320	269	538	538	807	538	3181	3181	3181	3181	807	538	1313	18,072
STIPEND	5390	240	2808	5034	7151	5034	5034	5034	5034	5134	7151	5034	10646	63,334
CHILD CARE REIMBURSEMENT	5395								1000	1000				2,000
UNEMPLOYMENT COMPENSATION	5500			750	750	750	750	750	750	750	850			6,100
MEDICARE/FICA	5550	808	2566	4129	7359	5460	5332	4052	5311	5332	7530	4492	8233	60,604
HEALTH INSURANCE	5610	18382	36764	76063	76236	77832	77831	77830	76242	76243	76245	76756	175680	922,104
DENTAL INSURANCE	5630	571	1135	2259	2325	2332	2332	2333	2288	2288	2296	2288	5166	27,613
EMPLOYER RETIREMENT COSTS	5640	25254	80034	112108	177410	119171	118972	113518	113872	114021	170601	113866	238934	1,497,761
EMPLOYER GROUP LIFE	5650	618	1923	2613	3869	2641	2642	2642	2597	2597	3844	2613	5431	34,030
UNIFORM MAIN ALLOWANCE	5660	100	100	100	100	100	100	100	100	100	100	100	100	1,200
TELEPHONE EXPENSE ALLOWANCE	5670			800	800	800	800	800	800	800	800	800	800	9,600
HOUSING ALLOWANCE	5680			625	936	625	625	625	625	625	936	625	952	8,136
FLEXIBLE BENEFITS	5690													
TOTAL PERS SERVICES		127585	393079	578968	870092	620297	620787	588093	599537	600153	842557	585292	1235097	7,661,537
ALL OTHER														

FUND: D-1 UNR/ICTED FUNDS

MAINE COMMUNITY COLLEGE SYSTEM
 NMCC CONSOLIDATED
 MONTHLY BUDGET REPORT
 FISCAL YEAR 2008

DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
FOOD SERVICES	6130	12000	29400	51000	48000	45000	43000	33000	39000	50000	40000	45000	22000	457,400
CUSTODIAL SERVICES	6170	9000		600	600	800	2500	400	500	2000	600	600	2500	14,000
PAYROLL SERVICES	6185	300	400	31551	12977	10227	17970	8687	10227	15521	7677	5873	8033	8,000
MISC. PROF. FEES & SPEC. SERV	6190	10708	8508	3550	6340	9000	5550	4700	2680	8965	3860	3250	2700	147,959
MISC TRAVEL EXPENSE	6280	350	1650	750	1400	700	900	500	1300	500	200	900	1600	51,495
GAS, OIL, GREASE	6310	900	850	475	550	500	600	500	500	500	500	705	1500	12,800
VEHICLE REPAIRS	6350	900	325	1487	1562	1537	1512	1487	1487	1492	1487	1487	1575	7,555
TELEPHONE SERVICE	6410	1365	15700	21400	25500	29400	29200	31100	29100	29500	22900	20600	17800	17,845
ELECTRICITY	6420	17300	15700	21400	25500	29400	29200	31100	29100	29500	22900	20600	17800	289,500
COMPUTER DATA LINE	6430	2850	2850	2850	2850	2850	2850	2850	2850	2850	2850	2850	2850	28,500
WATER & SEWER	6440	1700	2700	2000	3600	3000	2700	2200	3700	2200	3200	3700	2300	33,200
OTHER UTILITIES	6460	2403	2403	2403	2403	2403	2403	2403	2403	2403	2403	2403	2807	29,240
MISC. RENTS	6570									100				100
VEHICLE RENTAL	6580	2360		2360	2360	2360	2360	2360	2360	2360	2360	2360	4800	28,400
REPAIRS TO ROADS & GROUNDS	6610	10000	-2000	18200	5800	2050	6000	5000	4500	2000	1150	3400	4900	50,000
REPAIRS TO BUILDING	6620	4000	9400	18100	6100	5600	6000	5000	8000	5500	2000	11500	9000	90,200
REPAIRS TO EQUIPMENT	6630	2150	-385	2382	1850	2180	1943	4925	490	1400	1462	425	425	19,247
COMPUTER HARDWARE	6640	6000		-136	2500	2500	5500	8200	5400	1200	664			18,625
COMPUTER SOFTWARE (ENHANCE)	6650	5600	-500	8979	6484	484	484	1794	4294	2444	1794	1794	1793	36,995
MAINT. AGREE. OFFICE EQUIP.	6660	5494	3194	1794	2894	6994	2394	500	4294	2444	1794			36,677
MISC. REPAIRS	6670			400										900
INSURANCE ON BUILDING	6710	1750	1750	1750	1750	1750	1750	1750	1750	1750	1750	1750	1750	21,000
BOILER INSURANCE	6730	171	171	171	171	171	170	171	171	171	171	171	170	2,050
AUTOMOBILE INSURANCE	6740	305	305	305	305	305	305	305	305	305	305	300	300	3,650
MISC. INSURANCE	6760	1245	1853	1253	1253	1253	1253	1253	1253	1253	1253	1253	1258	15,633
WORKERS COMP INSURANCE	6770	2433	2433	2433	2433	2433	2433	2433	2433	2433	2433	2433	2437	29,200
POSTAGE/DELIVERY	6800	8000	1000	5000	757	6050	2250	1407	5050	1500	3000	1458	1000	36,472
PHOTOCOPIES	6805	200	3400	1800	2100	2100	4200	2900	1800	3500	1300	3600	1625	28,525
PRINTING & BINDING	6820	150	6700	18660	8750	6500	250	3000	1000	1000	2100	1000	6500	55,610
ADVERTISING	6830		1350	3650	5000	3000	1050	17000	1000	1150	1000	1000		35,200
EMPLOYEES TUITION	6850		1450		500		400	750				500		3,600
PERIODICALS/SUBSCRIPTIONS	6860	4390	2935		175	2055		12835		125	200			22,715
PROFESSIONAL DUES	6870	2250	2450	9910	2982	2985	1000	190	500	425	529	890	150	24,261
MEETING EXPENSE	6880	200	1840	200	335	450	75	75	225	375	75	75	275	4,200
MISC. GENERAL OPERATING	6890	11150	3050	37000	-3102	-5465	-5102	47	46276	-2332	-11551	1729	-50	71,650
CASH OVER/(SHORT)	6895				50	50	50	50	50					250
MISC FOOD	6950	800	9750	50	650	2950	4375	3000	1050	1900	2500	2675	100	29,800
FUEL OIL	7110		18275	30725	5000	45300	24900	51100	50600	46500	5400	6600		284,400
NATURAL GAS/PROPANE	7140			800	1000	1525	1275	1275	1000	1800	765		300	8,465
OFFICE SUPPLIES	7200	965	1930	5475	3040	2625	2185	4215	2650	1950	2040	2005	1005	30,085
COMPUTER SUPPLIES	7205	100		75	1925	600		1000	1000					4,700
CLOTHING	7210		250	1540	840	160	120	280	160	40	580			3,970
HOUSEHOLD SUPPLIES	7220	700	1200	2300	2300	1200	2200	1800	2400	2400	2100	900	1200	19,900
LAB AND HOSP. SUPPLIES	7230	2000	2000	2300	800	500	1500	1500	1600	700	700			13,600
EDUCATIONAL SUPPLIES	7240	2000	24039	36045	24518	10950	6300	16008	11390	11140	3130	600	110	144,230
BOOKS	7260	100			100		100							800

MAINE COMMUNITY COLLEGE SYSTEM
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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
MISC. SUPPLIES	7280	1400	3800	1325	1400	775	1200	2000	800	1700	2150	1300	1850	19,700
MISC. MINOR EQUIP.	7290	9200	3640	10250	5590		2500	6300	1900	250	1600		6100	47,330
SCHOLARSHIPS	7310			7000	7000	500	1500		9200	700	900	2000	200	22,000
DOUBTFUL ACCOUNTS	7370												12000	12,000
COST ALLOCATED	7375			-69216		3862					4805	218		-60,331
MISC. GRANTS	7390			64730	6100	5400	2600	18130	51400	5000	5000	3900	3000	165,260
TOTAL ALL OTHER		141889	171533	337876	217492	226669	188030	261880	315754	221931	129342	143204	128463	2,484,063
CAPITAL														
COMPUTER EQUIPMENT	8110													
HOUSEHOLD AND OFFICE EQUIP.	8120	16730	-3000	-8500	10000		5000	5000	1500				2000	27,230
AUTO/TRUCK	8130													1,500
SCIENTIFIC & LAB. EQUIPMENT	8140			3500	3995									3,995
FURNITURE, FURNISHING & FIX.	8160				4800									8,300
LIBRARY BOOKS	8170		1000	500	500	2000	1000	1000	1000	1000	1000			3,000
BUILDING IMPROVEMENTS	8230			29000										9,000
TOTAL CAPITAL		16730	-2000	24500	22295	2000	6000	6000	2500	1000	1000		2000	82,025
TOTAL EXPENDITURES		286204	562612	941344	1109879	848966	814817	855973	917791	823084	972899	728496	1365560	10,227,625
TOTAL FUND BALANCE		357528	36002	1132811	-540345	-255095	-225788	492183	192709	-242379	-376952	-102292	-468685	-303

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUES & RECEIPTS														
REGISTRATION FEES	4030	15215	9725	61125	24435	38440	19560	30040	37430	33675	48350	34035	59199	411,229
STATE	4120	7495	28828	16583	34520	26945	13982	12820	23535	8273	4160	3995	5062	186,198
GOV INDIRECT COST RECOVERY	4290	4250	-1250	8737			7487		7487				3239	29,950
BOOKSTORE SALES-BOOKS	4600	1000	332000	25000	-9800	-300	3500	188000	-1500	-14800	6100	1200	5200	535,600
BOOKSTORE SALES-SUPPLIES	4605	1000	20000	7000	8000	5500	7000	4100	10000	7300	4700	5800	2000	82,400
OTHER SALES & SERVICES	4710				500	3000			1000	1500		1000		7,000
OUTSIDE ROOM RENTAL	4870	2200	2200	2200	2200	10100	2200	2200	2200	2200	2200	10200	2200	42,300
TRANSFERS - NONMANDATORY	4950												-82762	-82,762
TOTAL REV & RECEIPTS		31160	391503	120645	59855	83685	53729	237160	80152	38148	65510	56230	-5862	1,211,915
PERSONAL SERVICES														
PERMANENT REGULAR	5100	8384	16322	17532	25691	17532	17532	20414	20454	19754	29354	19764	18194	230,927
INTERMITTENT REGULAR	5190	1376	1075	2808	550	550	3008	550	550	2808	550	550	3008	17,383
PREMIUM OVERTIME	5320		400	400	100	100		400	100	100				2,000
MEDICARE / FICA	5550	106	227	423	364	246	420	292	288	461	426	292	1365	4,910
HEALTH INSURANCE	5610	2626	5252	5252	5252	5252	5252	5825	5825	5825	5825	5825	8739	66,750
DENTAL INSURANCE	5630	77	155	155	155	155	155	181	181	181	181	181	232	1,989
EMPLOYER RETIREMENT COSTS	5640	2677	5060	5060	7507	5060	5120	5916	5916	5915	8790	5919	11036	73,976
EMPLOYER GROUP LIFE	5650	88	177	177	265	177	177	233	233	233	350	233	330	2,673
TOTAL PERS SERVICES		15334	28668	31807	39884	29072	31664	33811	33547	35277	45476	33164	42904	400,608
ALL OTHER														
INSTRUCTOR & SPEAKER SERV.	6140		1000	1000	26600	2000	2000		17400	2640	1000	1000	250	8,250
MISC. PROF. FEES & SPEC. SERV	6190	2874	21221	9063	9063	22850	4150	8760	2900	2900	2900	1200	2375	122,033
MISC TRAVEL EXPENSE	6280	1938	1300	689	2250	1500	1150	1200	1800	900	650	1048	1250	15,675
GAS, OIL, GREASE	6310	100	100	100	100	100	100	100	100	100	100	100	100	1,200
DIESEL OIL	6320		3500		600	500	600		800	800	800	300	550	6,850
VEHICLE REPAIRS	6350	500	500	200	300	500	800	300	300	500	300	300	500	5,000
MISC. VEHICLE EXPENSE	6360	300	300	300	300	300	300	300	300	300	300	300	300	3,000
TELEPHONE SERVICE	6410	175	75	75	75	75	75	75	75	75	75	75	104	1,029
REPAIRS TO EQUIPMENT	6630	150				150				150			250	700
AUTOMOBILE INSURANCE	6740			859		50	100	300	50	600	150	100	1740	2,599
POSTAGE/DELIVERY	6800	100	160	70	100	50	850	500	850				255	2,035
ADVERTISING	6830		850	500								500		4,050
EMPLOYEES TUITION	6850					130				250			1000	1,000
PROFESSIONAL DUES	6870					100				100			100	480
MEETING EXPENSE	6880	125				100				100			100	425
MISC. GENERAL OPERATING	6890	1115	1325	2350	1250	2450	1675	2475	1750	1325	850	1200	925	18,690
MISC FOOD	6950	350	1890	3650	3000	4375	5700	4600	3400	2400	10825	7325	9100	56,615
OFFICE SUPPLIES	7200	450	100	350	400	360	100	260	200	110	250	310		2,890

FUND: D-2 DESIGNATED FUNDS

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EDUCATIONAL SUPPLIES	7240	1484	2250	1550	3450	1550	950	2650	1150	1050	950	950	250	18,234
BOOKS	7260	500	127000	146500	10000	-37700	4100	135500	-6200	12500	13500	4800	-1200	409,300
BOOKSTORE SUPPLIES	7270	500	11900	21800	5300	9300	7300	4400	12000	12400	2500	5300	-2300	90,400
MISC. SUPPLIES	7280	200	500	163	200	300	163		463		200	100	163	2,452
MISC. MINOR EQUIP.	7290		200				200		250				250	900
DOUBTFUL ACCOUNTS	7370												8000	8,000
COST ALLOCATED	7375	3000		8013			8012		3000	3963		1250	2712	29,950
TOTAL ALL OTHER		13861	174171	197232	53925	8090	38325	161420	37688	39363	35350	25558	26774	811,757
CAPITAL														
TOTAL EXPENDITURES		29195	202839	229039	93809	37162	69989	195231	71235	74640	80826	58722	69678	1,212,365
TOTAL FUND BALANCE		1965	188664	-108394	-33954	46523	-16260	41929	8917	-36492	-15316	-2492	-75540	-450

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUES & RECEIPTS														
FEDERAL	4210	10763	45281	725288	41604	127804	53528	665333	79751	51139	45201	66095	116876	2,028,663
STATE	4220			167000			1450	155100	3500	-500			600	327,150
GIFTS - CASH	4310		209	4094	170	300	51390							56,163
ENDOWMENT	4510	500	500	700	600	500	700	1800	500	750	800	600	1581	9,531
NMCC - MISC REVENUE	4896	2552											-2052	500
TOTAL REV & RECEIPTS		13815	45990	897082	42374	128604	107068	822233	83751	51389	46001	66695	117005	2,422,007
PERSONAL SERVICES														
PERMANENT REGULAR	5100	7594	15572	15372	22791	15372	15166	14724	14724	14724	21820	14724	22380	194,963
STUDENT LABOR	5140			1240	1190	1290	1190	1090	1090	1140	1290	1825	2228	13,573
COLLEGE WORK STUDY	5150	12400	13200	12000	9200	13000	9300	5450	8275	7900	9600	13800	12127	126,252
INTERMITTENT REGULAR	5190	1050	1050	3785	1820	1820	2445	1820	1820	1820	1820	1830	21772	42,852
STIPEND	5390	743	750	750	1100	750	750	750	750	750	1100	750	736	9,679
MEDICARE / FICA	5550	147	254	382	429	343	379	333	333	333	415	333	1994	5,675
HEALTH INSURANCE	5610	1901	3607	3702	3702	4740	4149	4149	4149	4149	4149	4149	5938	48,036
DENTAL INSURANCE	5630	51	100	105	105	105	105	105	105	105	105	105	155	1,251
EMPLOYER RETIREMENT COSTS	5640	2418	4853	4970	7103	4882	4922	4602	4602	4602	6815	4602	8562	62,933
EMPLOYER GROUP LIFE	5650	76	175	172	257	175	172	172	172	172	257	175	278	2,253
TOTAL PERS SERVICES		26380	39561	42478	47697	41439	39169	33194	36020	35695	47371	42293	76170	507,467
ALL OTHER														
INVESTMENT SERVICES	6115													590
MISC. PROF. FEES & SPEC. SERV	6190		215	-35	-35	220	-40	-40	230	-40	-35	230	-80	4,100
MISC TRAVEL EXPENSE	6280		300	2450	4700	1694	4650	300	4900	2050	4200	1100	3600	29,944
REPAIRS TO BUILDING	6620						100			300				400
COMPUTER SOFTWARE (ENHANCE)	6650	6783												6,783
MISC. INSURANCE	6760	100												100
EMPLOYEES TUITION	6850						1000						1000	2,000
PERIODICALS/SUBSCRIPTIONS	6860												380	380
PROFESSIONAL DUES	6870												1945	1,945
MISC. GENERAL OPERATING	6890			1200			53435						235	54,870
MISC FOOD	6950			70	70		70							210
OFFICE SUPPLIES	7200		950	100	200	350			950	100	100	350		3,100
EDUCATIONAL SUPPLIES	7240			15881										15,881
MISC. SUPPLIES	7280		209											209
MISC. MINOR EQUIP.	7290			14612	250		824				250			15,936
PELL GRANTS & SEOG GRANTS	7300			611250		36650	8400	615082	44600	4800	7000	3400	600	1,331,182
SCHOLARSHIPS	7310			171470			15881	159571	3500	-500	14431			364,953
COST ALLOCATED	7375			280			280		8733	2730				12,023

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
TOTAL ALL OTHER		6883	1674	817278	5185	39214	84600	774913	62913	9440	25946	8880	7680	1,844,606
CAPITAL														
COMPUTER EQUIPMENT	8110			5000										5,000
SCIENTIFIC & LAB. EQUIPMENT	8140		20200	44734										64,934
TOTAL CAPITAL			20200	49734										69,934
TOTAL EXPENDITURES		33263	61435	909490	52882	80653	123769	808107	98933	45135	73317	51173	83850	2,422,007
TOTAL FUND BALANCE		-19448	-15445	-12408	-10508	47951	-16701	14126	-15182	6254	-27316	15522	33155	

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUES & RECEIPTS														
GIFTS-BUSINESS & INDUSTRY	4330												2000	2,000
NET INVESTMENT IN PLANT	4925												232682	232,682
TOTAL REV & RECEIPTS													234682	234,682
PERSONAL SERVICES														
ALL OTHER														
CAPITAL														
BUILDING IMPROVEMENTS	8230	265	9140											9,405
CONSTRUCTION IN PROGRESS	8240	5010	7883											12,893
IMPROVEMENTS-NON BUILDING	8250		33020		10000		6500							49,520
DEPRECIATION	8310												730325	730,325
TOTAL CAPITAL		5275	50043		10000		6500						730325	802,143
TOTAL EXPENDITURES		5275	50043		10000		6500						730325	802,143
TOTAL FUND BALANCE		-5275	-50043		-10000		-6500						-495643	-567,461

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUES & RECEIPTS														
TUITION	4010			862450	-16000	-2000	19660	632395	129070	-3500	-1000	30000	-3304	1,628,111
REGISTRATION FEES	4030	15215	9725	78526	24215	38490	19660	31843	38356	33605	48350	34035	59199	431,219
APPLICATION FEES	4050	725	700	400	525	1000	1550	1100	750	750	600	700	600	9,400
TRANSCRIPT FEES	4060	125	150	150	100	125	100	200	125	100	100	100	100	1,475
GRADUATION FEES	4070								12600					12,600
OTHER STUDENT FEES	4090			63000	-950	-50	950	150	57650	-1463		3200	-600	121,887
COURSE FEES	4091			123850	-3000	-225		110894	-150	-140				231,229
STATE	4120	644497	595052	582807	600744	593169	580206	579044	589759	574497	570384	570219	783620	7,263,998
FEDERAL	4210	10763	45281	725288	41604	127804	53528	665333	79751	51139	45201	66095	116876	2,028,663
STATE	4220			167000			1450	155100	3500	-500			600	327,150
GOV INDIRECT COST RECOVERY	4290	4250	-1250	8737	5100	4442	7487		12587	5543			3239	50,135
GIFTS - CASH	4310		209	4094	170	300	51390	1700	1700	1700	1700	1700	1700	56,163
GIFTS - NON CASH	4320	1500	1500	1700	1700	1700	1700	1700	1700	1700	1700	1700	1700	20,000
GIFTS-BUSINESS & INDUSTRY	4330			2000	2000	2000	2000	2000	2000	2000	2000	2000	4000	22,000
ENDOWMENT	4510	500	500	700	600	500	700	1800	500	750	800	600	1581	9,531
BOOKSTORE SALES-BOOKS	4600	1000	332000	25000	-9800	-300	3500	188000	-1500	-14800	6100	1200	5200	535,600
BOOKSTORE SALES-SUPPLIES	4605	1000	20000	7000	8000	5500	7000	4100	10000	7300	4700	5800	2000	82,400
FOOD SERVICE SALES	4650	3000	17000	201000	9000	15000	10000	17000	170000	9000	15000	14000	12000	492,000
HOUSING FEES	4700	800	800	168200	-500	-1000			151700	-2200	-400	500	50	317,900
OTHER SALES & SERVICES	4710		250	64200	-300	2875	550	125	9800	3924	75	2450	50	83,999
FINES AND PENALTIES	4810			600	575	500	100	200	500	475		800	900	4,650
OUTSIDE ROOM RENTAL	4870	2200	2200	2200	2200	10100	2200	2200	2200	2200	2200	10200	2200	42,300
NMCC - MISC REVENUE	4896	3577	12435	3425	1525	1875	1450	11460	2750	4150	450	1275	13298	57,670
NET INVESTMENT IN PLANT	4925												232682	232,682
TRANSFERS - NONMANDATORY	4950	-445	-445	-445	4255	4355	4305	2905	755	1255	5655	4255	6759	33,164
TOTAL REV & RECEIPTS		688707	1036107	3091882	671763	806160	749826	2407549	1274403	670242	707458	749129	1242700	14,095,926

PERSONAL SERVICES

PERMANENT REGULAR	5100	94001	293958	383074	573744	387897	387691	390132	383551	382851	573740	382861	790458	5,023,958
STUDENT LABOR	5140	2208	3042	10772	12171	12392	12171	10790	12070	12240	12078	8203	4886	113,023
COLLEGE WORK STUDY	5150	12400	13200	12000	9200	13000	9300	5450	8275	7900	9600	13800	12127	126,252
INTERMITTENT REGULAR	5190	2426	2805	20840	58476	41289	42127	14904	30754	33237	40413	25809	60080	373,160
PREMIUM OVERTIME	5320	269	938	938	907	638	3181	3581	3281	3281	807	938	1313	20,072
STIPEND	5390	983	3558	5784	8251	5784	5784	5784	5784	5884	8251	5784	11382	73,013
CHILD CARE REIMBURSEMENT	5395								1000	1000				2,000
UNEMPLOYMENT COMPENSATION	5500			750	750	750	750	750	750	850				6,100
MEDICARE/FICA	5550	1061	3047	4934	8152	6049	6131	4677	5932	6126	8371	5117	11592	71,189
HEALTH INSURANCE	5610	22909	45623	85017	85190	86786	87823	87803	86216	86219	86219	86730	190357	1,036,890
DENTAL INSURANCE	5630	699	1390	2519	2585	2592	2592	2619	2574	2574	2582	2574	5553	30,853
EMPLOYER RETIREMENT COSTS	5640	30349	89947	122138	192020	129113	129014	124036	124390	124538	186206	124387	258532	1,634,670
EMPLOYER GROUP LIFE	5650	782	2275	2962	4391	2993	2991	3047	3002	3002	4451	3021	6039	38,956
UNIFORM MAIN ALLOWANCE	5660	100	100	100	100	100	100	100	100	100	100	100	100	1,200

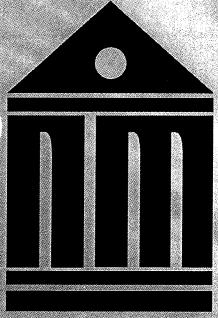
FUND: D-AF ALL DS

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DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
TELEPHONE EXPENSE ALLOWANCE	5670						540							540
HOUSING ALLOWANCE	5680	800	800	800	800	800	800	800	800	800	800	800	800	9,600
FLEXIBLE BENEFITS	5690	312	625	625	936	625	625	625	625	625	936	625	952	8,136
TOTAL PERS SERVICES		169299	461308	653253	957673	690808	691620	655098	669104	671125	935404	660749	1354171	8,569,612
ALL OTHER														
INVESTMENT SERVICES	6115													
FOOD SERVICES	6130	12000	29400	51000	48000	45000	43000	33000	39000	50000	40000	45000	22000	457,400
INSTRUCTOR & SPEAKER SERV.	6140		1000	1000		2000	2000				1000		250	8,250
CUSTODIAL SERVICES	6170	9000					2500						2500	14,000
PAYROLL SERVICES	6185	300	400	600	600	800	600	400	500	2000	600	600	600	8,000
MISC. PROF. FEES & SPEC. SERV	6190	13582	29729	40614	39577	33377	22120	17447	27627	18161	10577	10873	10408	274,092
MISC TRAVEL EXPENSE	6280	2288	3250	6689	13290	11094	11350	6200	9380	11915	8710	5398	7550	97,114
GAS, OIL, GREASE	6310	100	950	850	1500	1000	1000	600	1400	3600	300	1000	1700	14,000
DIESEL OIL	6320		3500		600		600		800		800		550	6,850
VEHICLE REPAIRS	6350	1400	825	675	850	1000	1400	800	800	1000	800	1005	2000	12,555
MISC. VEHICLE EXPENSE	6360	300	300	300	300	300	300	300	300	300	300	300	300	3,000
TELEPHONE SERVICE	6410	1540	1442	1562	1637	1612	1587	1562	1562	1567	1562	1562	1679	18,874
ELECTRICITY	6420	17300	15700	21400	25500	29400	29200	31100	29100	29500	22900	20600	17800	289,500
COMPUTER DATA LINE	6430	2850	2850	2850	2850	2850	2850	2850	2850	2850	2850	2850	2850	34,200
WATER & SEWER	6440	1700	2700	2000	3600	3000	2700	2200	3700	2200	3200	3700	2300	33,000
OTHER UTILITIES	6460	2403	2403	2403	2403	2403	2403	2403	2403	2403	2403	2403	2807	29,240
MISC. RENTS	6570									100				100
VEHICLE RENTAL	6580	2360		2360	2360	2360	2360	2360	2360	2360	2360	2360	4800	28,400
REPAIRS TO ROADS & GROUNDS	6610	10000	-2000	18200	5800	2050	6100	5000	4500	2000	1150	3400	4900	50,000
REPAIRS TO BUILDING	6620	4000	9400	18100	6100	5600	6100	5800	8000	5800	2000	11500	9000	90,600
REPAIRS TO EQUIPMENT	6630	2300	-385	2382	1850	2330	1943	4925	490	1550	1462	425	675	19,947
COMPUTER HARDWARE	6640	6000		-136	2500	2500	5500	8200	5400	1200	664			18,625
COMPUTER SOFTWARE (ENHANCE)	6650	12383	-500	8979	6484	484	484	1794	4294	2444	1794	1794	1793	43,778
MAINT. AGREE. OFFICE EQUIP.	6660	5494	3194	1794	2894	6994	2394	1794	4294	2444	1794			36,677
MISC. REPAIRS	6670			400				500						900
INSURANCE ON BUILDING	6710	1750	1750	1750	1750	1750	1750	1750	1750	1750	1750	1750	1750	21,000
BOILER INSURANCE	6730	171	171	171	171	171	170	171	171	171	171	171	170	2,050
AUTOMOBILE INSURANCE	6740	305	305	1164	305	305	305	305	305	305	305	300	2040	6,249
MISC. INSURANCE	6760	1345	1853	1253	1253	1253	1253	1253	1253	1253	1253	1253	1258	15,733
WORKERS COMP INSURANCE	6770	2433	2433	2433	2433	2433	2433	2433	2433	2433	2433	2433	2437	29,200
POSTAGE/DELIVERY	6800	8100	1160	5070	857	6100	2350	1707	5100	2100	3150	1558	1255	38,507
PHOTOCOPIES	6805	200	3400	1800	2100	2100	4200	2900	1800	3500	1300	3600	1625	28,525
PRINTING & BINDING	6820	150	6700	18660	8750	6500	250	3000	1000	1000	2100	1000	6500	55,610
ADVERTISING	6830		2200	4150	5000	3000	1900	17500	1850	1150	1000	1500	2000	39,250
EMPLOYEES TUITION	6850		1450		500		1400	750				500		6,600
PERIODICALS/SUBSCRIPTIONS	6860	4390	2935		175	2055	1000	12835	500	125	200	890	380	23,095
PROFESSIONAL DUES	6870	2250	2450	9910	2982	3115	1000	190		675	529	890	2195	26,686
MEETING EXPENSE	6880	325	1840	200	335	550	75	75	225	475	75	75	375	4,625

MAINE COMMUNITY COLLEGE SYSTEM
 NMCC CONSOLIDATED
 MONTHLY BUDGET REPORT
 FISCAL YEAR 2008

DESCRIPTION	ACCT	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
MISC. GENERAL OPERATING	6890	12265	4375	40550	-1852	-3015	50008	2522	48026	-1007	-10701	2929	1110	145,210
CASH OVER/(SHORT)	6895				50	50	50	50	50					250
MISC FOOD	6950	1150	11640	3770	3720	7325	10145	7600	4450	4300	13325	10000	9200	86,625
FUEL OIL	7110		18275	30725	5000	45300	24900	51100	50600	46500	5400	6600		284,400
NATURAL GAS/PROPANE	7140			800	1000	1525		1275	1000	1800	765		300	8,465
OFFICE SUPPLIES	7200	1415	2980	5925	3640	3335	2285	4475	3800	2160	2390	2665	1005	36,075
COMPUTER SUPPLIES	7205	100		75	1925	600		1000	1000					4,700
CLOTHING	7210		250	1540	840	160	120	280	160	40	580			3,970
HOUSEHOLD SUPPLIES	7220	700	1200	1500	2300	1200	2200	1800	2400	2400	2100	900	1200	19,900
LAB AND HOSP SUPPLIES	7230	2000	2000	2300	800	500	1500	1500	1600	700	700			13,600
EDUCATIONAL SUPPLIES	7240	1484	26289	53476	27968	12500	7250	18658	12540	12190	4080	1550	360	178,345
BOOKS	7260	500	127100	146500	10100	-37700	4200	136000	-6200	12500	13500	4800	-1200	410,100
BOOKSTORE SUPPLIES	7270	500	11900	21800	5300	9300	7300	4400	12000	12400	2500	5300	-2300	90,400
MISC. SUPPLIES	7280	1600	4509	1488	1600	1075	1363	2000	1263	1700	2350	1400	2013	22,361
MISC. MINOR EQUIP.	7290	9200	3840	24862	5840		3524	6300	2150	250	1850	2000	6350	64,166
PELL GRANTS & SEOG GRANTS	7300			611250		36650	8400	615082	44600	4800	7000	3400	800	1,331,182
SCHOLARSHIPS	7310			171470	7000	500	17381	159571	12700	200	15331	2000		386,953
DOUBTFUL ACCOUNTS	7370			-60923		3862	8292		11733	6693	4805	1468	20000	20,000
COST ALLOCATED	7375	3000		64730	6100	5400	2600	18130	51400	5000	5000	3900	2712	-18,358
MISC. GRANTS	7390												3000	165,260
TOTAL ALL OTHER		162633	347378	1352386	276602	273973	310955	1198213	416355	270734	190638	177642	162917	5,140,426
CAPITAL														
COMPUTER EQUIPMENT	8110	16730	-3000	-3500	10000		5000	5000	1500				2000	32,230
HOUSEHOLD AND OFFICE EQUIP.	8120													1,500
AUTO/TRUCK	8130				3995									3,995
SCIENTIFIC & LAB. EQUIPMENT	8140		20200	48234	4800									73,234
FURNITURE, FURNISHING & FIX.	8160				3000									3,000
LIBRARY BOOKS	8170		1000	500	500	2000	1000	1000	1000	1000	1000			9,000
BUILDING IMPROVEMENTS	8230	265	9140	29000										38,405
CONSTRUCTION IN PROGRESS	8240	5010	7883											12,893
IMPROVEMENTS-NON BUILDING	8250		33020		10000		6500							49,520
DEPRECIATION	8310												730325	730,325
TOTAL CAPITAL		22005	68243	74234	32295	2000	12500	6000	2500	1000	1000		732325	954,102
TOTAL EXPENDITURES		353937	876929	2079873	1266570	966781	1015075	1859311	1087959	942859	1127042	838391	2249413	14,664,140
TOTAL FUND BALANCE		334770	159178	1012009	-594807	-160621	-265249	548238	186444	-272617	-419584	-89262	-1006713	-568,214



**NORTHERN
MAINE**
COMMUNITY COLLEGE

Appendix F

Types of Insurance Coverage

Northern Maine Community College Major Insurance Coverage

Risk Management Vehicular Liability & Coverage

Vehicular Liability Insurance and Nonownership Liability Coverage

Risk Management Vehicular Physical Damage Coverage

Vehicle Physical Damage

Risk Management Truck Driving Accident Insurance

Truck Driving School; Special Accident (#students @ \$2 each)

Risk Management Building Insurance

Charge for Property and Contents Coverage

Risk Management Boiler Insurance

Charge for Boiler Coverage – Based on Number of Boiler Locations

Risk Management Tort Liability

Charge for Tort Liability and Civil Rights Insurance

\$1 Million Tort (including malpractice) for Clinical Affiliation Agreements

Risk Management Employee Fidelity

Employee Fidelity (Bond) and/or money and Securities Insurance

Educators Legal Liability Insurance

To Supplement the Tort Liability Coverage