



**33 Edgemont Drive  
Presque Isle, Maine 04769**

**November 15, 2006**

# APPENDIX

to accompany institutional progress report in response to the recommendation of the New England Association of Schools and Colleges, Inc. Commission on Institutions of Higher Education to grant initial accreditation to Northern Maine Community College on November 7, 2003.

# APPENDIX

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## Appendix A

### Northern Maine Allied Health Education and Training Center



## Addressing Maine's Rural Healthcare Career Crisis: Northern Maine Allied Health Education and Training Center



### Allied Health Center At a Glance

- A new/repurposed facility will house instructional laboratories for existing programs in nursing and emergency medical services.
- The Allied Health Center will allow NMCC to develop and offer new programs in great demand regionally, statewide and across the country such as physical therapy assisting, dental hygiene, dental assisting, radiography, medical office assisting, medical assisting and medical coding.
- The facility will make it possible for the College to partner with other institutions of higher education in Maine to deliver programs in Northern Maine in high demand health professions, as well as to deliver NM programs to other parts of the state.
- The facility will feature "smart" technology enhanced classrooms, upgraded science laboratories, training equipment, computer labs, and other instructional and academic office space.
- The facility will enable NMCC, already the largest provider of nurses in Northern Maine, to meet the increasing interest among students in health and science related courses and professions and will help meet the current and projected demand for health care related services statewide.

### A Statement of Need:

The healthcare industry in Maine has undergone a significant evolution over the last decade while simultaneously facing an increasing demand for healthcare providers to serve emerging needs in a profession already experiencing critical shortages in personnel. The situation in rural parts of the state, including Northern Maine, has been exacerbated by two prevailing concerns, the out-migration of youth (the traditional age group from which health profession students have come) and an aging population (the traditional age group requiring more frequent interface with health care professionals).

Current demographic trends indicate the number of individuals living in Aroostook County age 65 years and older will increase by 24 percent over the next decade.\* It will be incumbent upon the region to increase the retention levels of its young people, particularly in the area of healthcare, to staff local hospitals and other related institutions and service providers.

The region has been fortunate to have Northern Maine Community College, the largest provider of nurses in The County, as a resource; however, the College has been limited, because of physical space and related capacity issues, in the number of students it can admit into the program annually. Infrastructure constraints have also limited the College's ability to partner with educational institutions and other entities in the state to deliver much needed programs in the region, such as physical therapy assisting, dental hygiene, dental assisting, radiography, medical office assisting, medical assisting and medical coding. Offering these and other programs in Northern Maine would help with the retention of the area's youth and ensure a qualified pool of healthcare workers to meet the region's burgeoning needs.

Nationwide, the US Department of Labor projects that during the decade ending in 2012, seven of the top ten fastest growing occupations will be in direct healthcare fields. The remaining three, related to information systems and software applications, will be highly relevant to healthcare. Of the ten occupations with the largest projected growth by actual number, the first is Registered Nurses (with a projected change of 27 percent). Overall in the next seven years, the employment sector of healthcare practitioners and technical occupations is projected to expand by 26 percent.\*\*

\*Information contained in the Northern Maine Economic Profile compiled by the Northern Maine Development Commission—November 2004

\*\*From the Bureau of Labor Statistics

### **The Facility:**

In an effort to make most effective and efficient use of existing campus facilities, Northern Maine Community College proposes to renovate and repurpose an existing residence hall, Roland B. Andrews Hall, to house the Northern Maine Allied Health Education and Training Center. Andrews Hall, constructed in 1972, is a three-story residence facility that can accommodate between 80 and 100 students. NMCC administrators have determined that two other existing residence facilities will meet present demand for on-campus housing.

Renovation and repurposing of the existing NMCC facility would not only provide effective use of existing campus infrastructure, but utilizing the existing footprint of the College would provide utility and energy efficiency savings over the life of the building that would not be realized through new construction.

Although costs of repurposing Andrews Hall are comparable with a new structure (both estimated at \$125 per square foot), costs of maintaining, heating and staffing an additional and new building on campus are fiscally constraining.

Repurposing of the facility into an allied health building surfaced following a regional feasibility study conducted throughout Aroostook County in 2004. The study conducted for the NMCC Foundation was completed by the Clements Group, a development consulting firm, and examined support for the college and its programs. One-hundred percent of interviewees responded favorably toward the Allied Health Center, placing it at the top of the list of projects community members believe is needed to enhance the education of students at NMCC and the economic development of Northern Maine.

### **An Educational and Regional Resource:**

In addition to providing state-of-the-art facilities for existing and growing Northern Maine Community College Allied Health Programs in Nursing and Emergency Medical Services, the Northern Maine Allied Health Education and Training Center would provide the college the infrastructure and the technology to deliver programs that are in great demand in the region.

The facility would house "smart" classrooms featuring advanced video-conferencing technology that would allow NMCC faculty to teach courses, originating in Aroostook County to students at a distance at other community colleges and educational centers in Maine. NMCC nursing faculty currently teach students attending Washington County Community College in Calais through the use of similar technology, however resources and physical space available at NMCC today are limited and do not allow for growth in the distance education program.

The "smart" classrooms would also provide NMCC the opportunity to expand program offerings through classes broadcast from other locations in Maine. Currently, using limited available technology, a medical radiography program is offered locally to Aroostook County students. The three-year associate degree program is made possible through the Northern Maine Alliance, a partnership between NMCC, Eastern Maine Community College in Bangor, and the Eastern Maine Healthcare Alliance, which includes Eastern Maine Medical Center in Bangor and The Aroostook Medical Center in Presque Isle. Courses are taught from a distance with local laboratory opportunities made available through the aforementioned medical centers, as well as Cary Medical Center in Caribou and Houlton Regional Hospital in Houlton. Graduates of the program are well prepared to fill the positions, which are in high demand in regional hospitals.

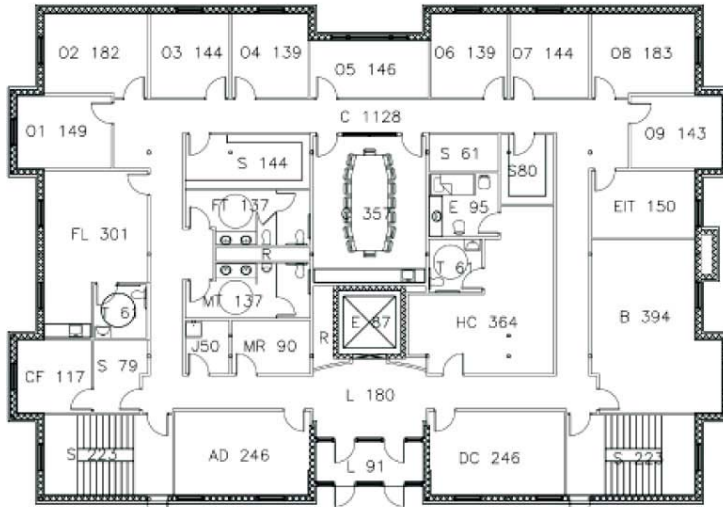
The Northern Maine Allied Health Education and Training Center would provide the College with similar opportunities, through expanded technology, to partner with other educational institutions to offer programs in areas identified as needed by the local community such physical therapy assisting, dental hygiene, dental assisting, radiography, medical office assisting, medical assisting and medical coding.

Other amenities offered by the Northern Maine Allied Health Education and Training Center would be larger classroom and laboratory facilities, allowing the college to accommodate additional students. Allied Health faculty and administrative office space would also be greatly enhanced. The NMCC Student Health Center would also be relocated to this facility.

Included in the plans for the Allied Health facility, is a provision for a permanent space to house Maine's Region 5 Emergency Medical Services (EMS) office. The statewide non-profit organization supports emergency medical service providers and Emergency Medical Technicians.

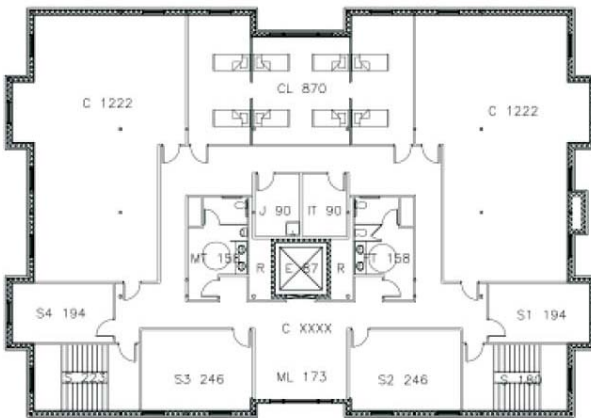
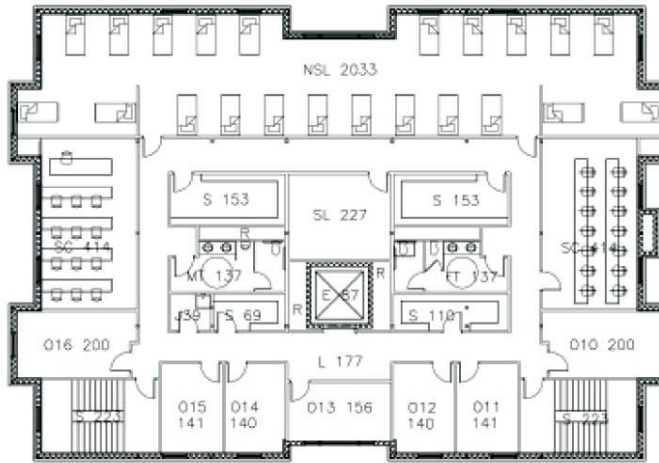






- First Floor**
- Student Health Center
  - Department Chair & Support Staff Office Space
  - Faculty Office Space
  - Conference Room

- Second Floor**
- Health Skills Lab
  - "Smart" Classrooms
  - Classroom Lab/Clinical
  - Faculty Office Space
  - Region 5 EMS Office Space
  - AHEC Office Space (Acadia Health Education Coalition)



- Third Floor**
- Two Lecture Halls
  - Student Study Centers





**Project Budget Estimate/Option A: 3 Floors**

**NMCC Andrews Hall Renovation**

Presque Isle, Maine  
Estimate by WBRC Architects-Engineers, Inc. 1/19/2006

A. NEW CONSTRUCTION		SF	Cost/SF	COST
1	New Construction	0	\$0	\$0
2	Renovations	21,000	\$125	\$2,625,000
3	3 Stop Elevator Holeless Hydraulic Technology			\$85,000
4				\$50,000
5	Site Utilities & Surfaces Allowance			\$0
<b>Subtotal</b>				<b>\$2,760,000</b>

B. ADMINISTRATIVE COST & RESERVE				
1	Land	n/a		\$0
2	Removals	n/a		\$147,000
3	Technology/Security	n/a		\$469,000
4	Advertising/Insurance/Legal	Estimate		\$10,000
5	% for Art	n/a		\$0
6	Bid Contingency 5%	A7	5%	\$138,000
7	Construction Contingency 7% for Renovation	A7	7%	\$193,200
<b>Subtotal</b>				<b>\$957,200</b>

C. FEES & SERVICES				
1	Concept Study	Hourly Limit		\$10,000
2	Architect/Engineer New Construction	BGS Norm	0%	\$0
3	Architect/Engineer Renovation	BGS Norm	10.5%	\$324,576
4	A/E Reimbursable (Printing/Postage)	Estimate		\$10,000
5	Topographic Survey	Estimate		\$2,000
6	Geotechnical Survey Elevator	Estimate		\$3,000
7	Septic System Evaluation	Estimate		\$0
8	Soils & Wetlands Investigation	Estimate		\$0
9	Traffic Evaluation	Estimate		\$0
10	Environmental Permitting	Estimate		\$0
11	Life Cycle Cost Analysis	Estimate		\$0
12	Construction Testing	Estimate		\$5,000
13	Hazardous Material Testing & Abatement	Estimate		\$50,000
14	Clerk of the Works (Monthly)	Estimate	10	\$50,000
<b>Subtotal</b>				<b>\$454,576</b>

D. TOTAL PROJECT COST	<b>\$4,171,776</b>
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*A Look at the College...*

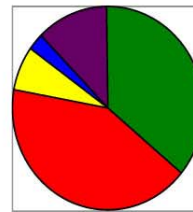
- NMCC is an accredited, two-year college that...
- offers 27 associate degree, diploma & certificate level programs.
  - provides specific job skills that help students enter the workforce immediately upon graduation.
  - ensures a well rounded education through general education requirements.
  - prepares students to transfer to a four year college or university to complete a bachelor's degree and has agreements in place to maximize the transfer of credits.
  - is a comprehensive community/technical college with programs such as liberal studies, which provides a broad education and can be individually tailored to a student's interests/needs.
  - is one of seven colleges in the Maine Community College System.

*A Look at our Students...*

- For the 2005-2006 fall semester...
- NMCC has an enrollment of 921 students, with 605 full-time students and 316 part-time.
  - Aroostook County students make up approximately 84% of the student body.
  - Approximately 46% of first year students are "traditional" (age 17-21). The average student age is 27.

**Financial Aid Facts**

- ~ Approximately 79% of all NMCC students receive some form of financial aid.
- ~ About 96% of students who apply for aid get it.
- ~ In 2004-2005, nearly \$4 million was awarded.



- Federal Pell Grants/SEOG/SSS Trio - \$1,425,132
- Federal Loans - \$1,632,552
- Maine State Grant Program & NexGen Access Scholarship - \$289,088
- Federal Work Study - \$107,654
- Other (waivers, scholarships, etc.) - \$483,560

Northern Maine Community College is an equal opportunity/affirmative action institution and employer. For more information, please call 768-2791.

**Appendix B**

**Campaign for The County's College  
A Case for Support**



# *A Case for Support*

*Presented by:*

The Northern Maine Community College  
Campus Community

*in partnership with the*

Northern Maine Community College Foundation





**N**orthern Maine Community College is a vital partner in the future economic development of Aroostook County. The impact of the College on businesses and individuals throughout the region is profound. Indeed, the economic vitality of The County depends largely on the ability of our institution to educate and train a workforce capable of supporting the existing economic infrastructure and growing that base by attracting and initiating new economic growth.

Toward that end, three areas of focus crucial to the future of the College, and in turn to the development of the region, form the basis for the “*Campaign for the County’s College*”:

- **Ensuring Access:** We intend to build our scholarship endowment to remove the financial barriers that stand in the way of personal and community growth.
- **Enhancing Technology:** We will create an endowment to enhance the quality of our facilities and to provide the necessary technology to promote and support student learning in the 21st Century.
- **Meeting Emerging Needs:** We take great pride in our ability to meet the immediate needs of our students and the Aroostook County Community we serve. Our success as proactive partners in regional development necessitates that we address current concerns and future opportunities.

**T**hese initiatives support the outstanding tradition of teaching and learning for which NMCC is known, and also provide an opportunity to invest in positioning the College to meet the community’s educational and workforce demands for years to come. At a time when the importance of attaining higher education is increasingly recognized as paramount to an individual’s success, the simultaneous rising costs have hampered access for many. Northern Maine Community College is fortunate to receive steady support from the state; however, current levels of funding are not sufficient to keep pace with the challenges of meeting NMCC’s diverse student needs and addressing workforce development services and programs. Your investment in the *Campaign for The County’s College* will ensure that we keep NMCC energized with the resources that our students and their employers need to compete today and into the future.





## Background of the College

Since 1963, Northern Maine Community College has served the communities of Aroostook County by providing an affordable and high quality college education. Students come to NMCC to acquire the skills needed to enter or advance in challenging and rewarding careers or to prepare for transfer to four-year colleges or universities. Numerous options are available to them: associate degree, diploma, certificate; credit and non-credit courses; career preparation or transfer.

For more than 40 years, the college has emphasized its commitment of meeting community needs by developing partnerships with local businesses, secondary and postsecondary educational institutions, government agencies and community-based organizations. In fall 2005, NMCC enrolled more than 920 students and the continuing education division's programs serve an additional 1500 individuals each year.

NMCC will face an array of challenges over the next five years. Changing demographics, accelerating technology and state fiscal concerns are some of the issues the college must address. The college plans to position itself so that it approaches the next five years with the values, skills and resources necessary to meet these challenges, in a manner consistent with the vision and mission of the college's strategic plan.

## The Feasibility Study

In the fall of 2004, Northern Maine Community College, in partnership with the NMCC Foundation, contracted with the Clements Group, a firm specializing in two-year college fund-raising programs, to conduct a feasibility study to determine potential support for a major gifts campaign. More than 60 individuals representing college faculty and staff, general advisory council, foundation board of directors and a significant number of community leaders were interviewed. The study was designed to identify the following:

- ❖ Program and college appeal
- ❖ Availability of financial support
- ❖ Campaign leadership and timing
- ❖ Philanthropic priorities

*"The NMCC faculty have developed an excellent reputation for quality instruction."*

## Findings

Clearly, a significant majority of interviewees believe Northern Maine Community College is worthy of private-sector support, in that:

- ❖ 95% of the external respondents are favorable toward Northern Maine Community College
- ❖ 81% of external respondents are in favor of conducting a major gifts campaign on behalf of the college
- ❖ 98% of all respondents indicate they will or may personally contribute to a campaign conducted on behalf of the college
- ❖ 84% of the external respondents consider NMCC to be a high or medium priority compared to their other philanthropic priorities
- ❖ 89% of the external respondents were in favor of a scholarship endowment initiative

## Strengths/Challenges

The major strengths cited in the study were:

- ❖ “NMCC offers affordable and accessible workforce training programs that produce qualified and successful graduates”
- ❖ “NMCC contributes to the area’s economic development by proactively responding to the needs of the community and local industry”
- ❖ “NMCC employs qualified, student-centered, and knowledgeable leadership, faculty and staff”

The major challenges cited in the study were:

- ❖ “Locating additional resources for faculty, new programs and equipment, and changes in technology”
- ❖ “Enhancing the reputation of NMCC as a ‘first choice’ for college education”
- ❖ “Developing/enhancing partnerships with local industry and community organizations”
- ❖ “Increasing enrollment and keeping students in the area”

## Priorities of Need

Based on the responses of the feasibility study participants and the internal review of both needs and the availability of state funding, the Clements Group recommends that these initiatives be further explored for inclusion in the major gifts campaign:

- ❖ Allied Health Center: While an unprecedented 100 percent of those surveyed supported the concept of an Allied Health Center and considered it the highest priority, it was determined that this project is beyond the scope of what can be accomplished in this campaign. The college is pursuing state legislative and congressional support for the capital portion of the Allied Health Center project.
- ❖ Scholarship Endowment: By ‘growing’ the current scholarship endowment fund, the college will be able to provide financial assistance through scholarships and awards to more students who need help to attend college.
- ❖ Technology/Instructional Equipment Fund: A technology endowment fund will ensure that the college can keep pace with changing technology through access to up-to-date instructional equipment, software and facilities for years to come.
- ❖ College & Community Advancement: NMCC’s ability to launch new curricula and respond promptly to evolving community needs is dependent upon a source of immediate funding for various college initiatives.

## Recommendations

The Clements Group submitted the following recommendations:

- ❖ That Northern Maine Community College immediately begin preparations to launch a major gifts campaign.
- ❖ That Northern Maine Community College initiate the major gifts campaign for a goal of \$2 to \$2.5 million in cash and three- to five-year pledges.

## Preliminary Campaign Goal: \$2 - \$2.5 million

### *Accessing Opportunity Fund*

Our new century brings many exciting challenges for the College and our students, not the least of which is ensuring affordable access to education for all who seek an opportunity to build a career in The County. Scholarships and awards are needed to remove financial barriers that stand in the way of personal, professional and community growth.

The Accessing Opportunity Fund will allow the College to provide financial assistance through scholarships and awards to deserving students. The Fund will focus on rewarding high academic achievement, retaining at risk students, encouraging adult learners and assisting our part-time students who are currently underserved by traditional financial aid sources. Your contribution to the Accessing Opportunity Fund will help students cover the many costs of higher education such as tuition, fees, books, tools, and equipment. A gift of \$10,000 or more will provide donors with the opportunity to establish a named endowment.

### *Investing in Innovation Fund*

Central to the mission of Northern Maine Community College is providing a highly qualified competitive workforce who possess core competencies, knowledge, and skills in applying enhanced technology and equipment.

Technology is vitally important and has countless implications in our daily lives and our work. Information literacy has joined reading, writing, and arithmetic as the fundamental basic skills on which education is built. Every program we offer at NMCC must now cover the application of technology specific to that discipline. We continue to provide our students with the experiential learning opportunities that are hallmarks of the College. Simultaneously advancements in technology have impacted the way in which we teach, as new distance-learning technologies have made anyplace, anytime learning available to students who would not otherwise have access.

If we are to ensure that area employers have the pool of technically skilled employees they need, we must make sure that the College, and in particular our students, are learning and using the latest technologies – technologies that mirror County business and industry standards, as well as those which will advance the future economic development of the region. Your contribution to the Investing in Innovation Fund will enable the College to meet the budgetary challenge of keeping pace with innovations in industrial tools and machinery, advanced laboratory equipment, and computer technology for our trade and technical occupations, nursing and allied health, business technology, and arts and science instruction. A gift of \$10,000 or more will provide donors with the opportunity to establish a named endowment.

### *College and Community Advancement Fund*

NMCC's ability to launch new curricula and respond promptly to evolving community needs is dependent upon our ability to draw upon a source for immediate funding. To provide high-quality transfer and occupational programs, the college must have the capacity to invest today in our student support services, college initiatives, professional development, equipment, and foundation outreach. In many instances, contributions made to the College can be used to leverage significant matching grant funds. Your contribution to the College and Community Advancement Fund will enable the College to act quickly to meet our County's needs.



## NMCC Foundation Board of Directors

J. Nick Bayne, *President & CEO*  
Maine & Maritimes Corp.

Robert Clark, *Executive Director*  
Northern Maine Develop. Commission

Gary Cleaves, *General Manager*  
Maine Military Authority

Timothy Crowley, *President*  
Northern Maine Community College

Lois Dickson, *Owner*  
Tempo Employment Service

Charles Eber, *Retired*

Richard Engels, Esq.  
Stevens, Engels & Bishop

Ray Gauvin, *Retired*

Sandy Gauvin, *Retired*

Peter Hunt, *Owner*  
Harry's Honda & Mitsubishi

Michael Kelley, Sr., *Executive Vice President*  
TD Banknorth, NA

Larry LaPlante, *Director of Finance*  
Northern Maine Community College

Edwin Nickerson, *Director of Business Development* - Loring Development Authority

David Raymond, *Instructor*  
Northern Maine Community College

Roger Roy, *Executive Vice President*  
Maine Mutual Group

C. Bruce Sandstrom, *Senior Vice President, Finance* - The Aroostook Medical Center

Connie Sandstrom, *Executive Director*  
Aroostook County Action Program

Vicki Smith, *Senior Vice President Marketing*  
Katahdin Trust Company

Willetta Snow, *Retired*

Terry Wade, *Plant Manager*  
Smith & Wesson

Robert White, *Instructor*  
Northern Maine Community College

## Take Note...

### Accessing Opportunity Fund

- Federal financial aid grants are decreasing, forcing more students to incur higher debt through loans.
- The NMCC Foundation currently provides awards and scholarships for fewer than two percent of the College's student body.
- An endowed scholarship can be named in honor of the donor.

### Investing in Innovation Fund

- Most instructional technology becomes obsolete in three to five years.
- Instructional equipment needs to be replaced to ensure students are exposed to industry standard technology and practices.
- This fund will be used to purchase or lease industrial tools, machinery, instructional technology and computer equipment.

### College & Community Advancement Fund

- This fund can be used as soon as needed to quickly respond to County needs.
- Your investment in NMCC will empower the community by expanding opportunities for all individuals to build the skills they need to succeed.
- This fund can be used for student support, college initiatives, professional development, equipment and foundation outreach.

*~ Together, we can advance campus projects by supporting individual campus initiatives.*

*~ Together, we can ensure that NMCC continues to provide highly skilled and caring professionals to strengthen our County's workforce.*

## NMCC General Advisory Council 2005-2006

Doug Beaulieu  
Aroostook County Commissioners

Sandra Bernstein  
MSAD #27

Marilyn Burt  
ATX Forms

Gary Cleaves  
Maine Military Authority

Nancy Chandler  
Maine Public Service Co.

Athill Hebert  
TD Banknorth, N.A.

Michael Kelley, Jr.  
TD Banknorth, N.A.

Nina LoBalbo  
Huber Engineered Woods, LLC

Jay McCrum  
County Super Spud

Jon McLaughlin  
Southern Aroostook Develop. Corp.

Roger Roy  
Maine Mutual Group

Duane Walton  
Northern Maine Develop. Commission



## Appendix C

### Maine Community College System Envision the Future



### *Envision the Future*

#### **Purpose:**

Three years after the official establishment of the Maine Community College System, it is an opportune time to pause and reflect on what we, the stewards of this system (faculty, staff, administrators and trustees), believe our community colleges should look like in five to eight years. In these early foundational years, an inclusive, deliberate, and thoughtful dialogue — both at the college level and from a system-wide/statewide perspective — will help ensure that the great potential of our Community Colleges is fully realized for Maine. The intent is to achieve a broad consensus at each college and in the System of what we hope for our colleges. It is anticipated that a “working document” will be created that will help guide the next phase of the System’s development.

#### **Assumptions:**

- MCCS mission, vision and core attributes remain the same (see attachment)
- Same governance and system-wide organizational structure (e.g., independent system with governing board; seven colleges)
- Additional State funding is provided to support plans (adequate yet realistic).

#### **Process:**

To have an inclusive dialogue at each community college that leads to a broad consensus by the college community of what the college will look like in 5-8 years. The process will be guided by the college president. These college reports will form the basis of a dialogue among the System’s leadership (System President, College Presidents, Board of Trustees) on how the MCCS is positioning itself to meet Maine’s needs, both regionally and on a statewide level.

#### **Timetable:**

- Initiate in Spring 2006
- Draft Reports to System President: by January 15, 2007
- College/system level review; opportunity for revisions: Winter 2007
- Board of Trustees review: by April 2007

## COLLEGE REPORTS: CONTENTS

### SECTION 1

#### A. Environmental Scan

Include a summary analysis of your region including socio-economic data, educational attainment, major industry sectors, educational partners/competitors, etc. Review and include, as you deem appropriate, the MCCS Environmental Scan (includes summary of Maine's economic landscape, the workplace, students and prospective students, trends in two-year college education, and government/finances).

#### B. SWOT Analysis

Prepare a SWOT Analysis — strengths, weaknesses, opportunities, threats — for your college. As part of analysis, include a discussion of key relationships that you will need to strengthen in order to achieve your vision.

### SECTION 2

*What will your college look like in 5 to 8 years, and what do you need to do to achieve that vision?*

- **ENROLLMENT**  
*Address (for example): enrollment goals, target market(s), under-served regions and/or populations you hope to reach, methods you'll engage to achieve your goals, etc.*
- **EDUCATIONAL OFFERINGS AND DELIVERY**  
*Describe what you envision for your educational offerings (in general terms, i.e. program mix) and delivery methods/systems, including plans in outlying parts of your service area, access to unique programs, partnerships with other institutions, etc. (Note: identifying specific programs of study is not necessary.)*
- **STUDENT SERVICES**  
*Address services that need to be augmented or added, and how they tie into your overall vision and goals.*
- **FACILITIES**  
*Describe any major facility or physical infrastructure changes (major renovations, expansions, new buildings) and how they will support your vision; address off-campus locations as well, if needed.*
- **TECHNOLOGY**  
*Describe your college's technological infrastructure, and how it supports your vision.*
- **FINANCES**  
*Assuming adequate but not limitless financial support from the State, describe how fundraising (generating non-State revenues from grants, donations and other sources) will play a role in achieving your vision*
- **ECONOMIC DEVELOPMENT**  
*Describe what you envision as your college's role in economic development in your region.*
- **OTHER**  
*Address any other plans or topics that are key to your vision for your college*

**Appendix D**

**NMCC DRAFT Summary of SWOT Analysis**



Comprehensive Campus Community  
Assessment of:

Strengths  
Weaknesses  
Opportunities  
Threats

*Conducted and Compiled:  
Fall 2006*

## Northern Maine Community College – SWOT Analysis **OVERVIEW**

### **Purpose:**

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

### **Organizational Structure and Participation:**

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

### **Timeline:**

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



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

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

**Communication:**

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

**Methodology:**

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

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

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

Participation of members of the College Advisory Council, NMCC Foundation Board and employees at off-campus learning centers was left to open enrollment. Student participation was coordinated by the four NMCC department chairs.

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

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

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

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

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

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

## Northern Maine Community College – SWOT Analysis **Summary of Findings - Strengths**

*(see pages 7 -9 for charted results)*

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

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

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

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

**Human Resource and Related:**

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

**Campus Culture:**

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

**Campus Environment:**

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

**External Affairs:**

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

**College Educational Programs and Offerings:**

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

College Services:

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

Northern Maine Community College – SWOT Analysis  
**Summary of Findings - Weaknesses**

*(see pages 12 - 15 for charted results)*

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

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



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

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

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

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

Human Resource and Related:

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

**Campus Culture:**

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

**Campus Environment:**

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

**External Affairs:**

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

**College Educational Programs and Offerings:**

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



College Services:

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

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## Northern Maine Community College – SWOT Analysis **Summary of Findings - Opportunities**

*(see pages 18 -20 for charted results)*

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

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

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

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

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

**Human Resource and Related:**

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

**Campus Culture:**

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

**Campus Environment:**

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



**External Affairs:**

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

**College Educational Programs and Offerings:**

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

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

**College Services:**

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

## Northern Maine Community College – SWOT Analysis **Summary of Findings - Threats**

*(see pages 23 -25 for charted results)*

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

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

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

Other areas that flow with the funding limitations, low employment opportunities and declining population is the economy of the region in general and threats to loss of federal funding due to lower enrollment as well as competition from other area colleges and universities. All of these areas pose a threat to the enrollment numbers here at NMCC.

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



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

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

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

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



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

**Human Resource and Related:**

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

**Campus Culture:**

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

**Campus Environment:**

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

**External Affairs:**

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

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

**College Educational Programs and Offerings:**

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

**College Services:**

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

Northern Maine Community College – SWOT Analysis  
**Attachment A**

SWOT Participants

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

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

Color Key:

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



## Appendix E

### Initial Accreditation Letter From the CIHE



Founded in 1885

#### NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

November 21, 2003

Mr. Timothy D. Crowley  
President  
Northern Maine Community College  
33 Edgemont Drive  
Presque Isle, ME 04769



Dear President Crowley:

It is my pleasure to inform you that at its meeting on November 7, 2003, the Commission on Institutions of Higher Education took the following action with respect to Northern Maine Community College:

that it be recommended to the Board of Trustees of the New England Association of Schools and Colleges to grant initial accreditation to Northern Maine Community College;

that the College submit a report for consideration in Fall, 2006, that gives emphasis to its success in:

1. continuing the transition to a comprehensive community college, with particular reference to the development of the Associate of Arts degree program, and expansion and refinement of the general education core;
2. enhancing the College's resource development planning, with particular attention to identifying continuing support for remedial education and counseling services;
3. establishing a systematic review and update of policies and procedures and improving campus communication mechanisms;

that a comprehensive evaluation of the College be scheduled for Spring, 2008;

that the institutional self-study developed in preparation for the Spring, 2008 visit give particular emphasis to the College's success in:

TERRENCE J. MacTAGGART Chair (2006)  
Research Professor  
University of Maine System

HELEN OUELLETTE Vice Chair (2005)  
Vice President for Administration and Treasurer  
Williams College

JUDITH R. GORDON (2004)  
Associate Professor of Management  
Boston College

PAUL LeBLANC (2004)  
President  
Southern New Hampshire University

WILLIAM D. McGARRY (2004)  
President  
Anna Maria College

IRVIN BELANGER (2005)  
Gouldsboro, Maine

JONATHAN DeFELICE, O.S.B. (2005)  
President  
Saint Anselm College

SANDRA FEATHERMAN (2005)  
President  
University of New England

MARY L. FIFIELD (2005)  
President  
Bunker Hill Community College

KARLA H. FOX (2005)  
Associate Vice Chancellor for University Affairs  
University of Connecticut

STANLEY J. YAROSEWICK (2005)  
President  
Keene State College

BEVERLY J. ANDERSON (2006)  
Dean of Arts and Sciences  
Eastern Connecticut State University

GAI CARPENTER (2006)  
Director, Library and Information Services  
Hampshire College

ALFRED L. CARTER (2006)  
Dean of Students  
Manchester Community College

JAMES P. LEHENY (2006)  
Associate Chancellor  
University of Massachusetts at Amherst

KATHRYN T. SPOEHR (2006)  
Professor of Cognitive and Linguistic Sciences  
Brown University

**Director of the Commission**  
CHARLES M. COOK  
E-Mail: ccook@neasc.org

**Deputy Director of the Commission**  
BARBARA E. BRITTINGHAM  
E-Mail: bbrittingham@neasc.org

**Associate Director of the Commission**  
PATRICIA M. O'BRIEN, SND  
E-Mail: pobrien@neasc.org

**Associate Director for Assessment**  
ROBERT C. FROH  
E-Mail: rfroh@neasc.org

Mr. Timothy D. Crowley  
November 21, 2003  
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1. adopting and implementing a comprehensive approach to outcomes assessment and using assessment results to enhance institutional effectiveness;
2. implementing the College's strategic plan and developing appropriate operational plans, consistent with the institution's human and financial resources.

The Commission gives the following reasons for its action.

The recommendation that Northern Maine Community College be granted initial accreditation is based upon the Commission's finding that its standards are substantially being met by the College. The Commission commends the institution for the excellent progress it has made toward achieving a successful transition from a technical college to a comprehensive community college and for its preparation of a thoughtful, analytical self-study that will serve the College well as a guide to future development. We note with approval the College's many strengths, including a talented faculty and staff whose student-centered philosophy permeates the institution, academic programs that meet the workforce development needs of the region, well-maintained campus facilities, and financial stability. Under the energetic and visionary leadership of the President and senior leadership team, the College is well positioned to meet future challenges and continue its strong legacy of service to the region.

The Commission will place its recommendation to grant Northern Maine Community College initial accreditation on the agenda of the Association's Board of Trustees for consideration at its next meeting which will occur on December 3, 2003. Shortly thereafter you and interested others will be notified of its action.

The items the College is asked to report on in Fall, 2006 are matters related to our standards on *Programs and Instruction, Financial Resources, Organization and Governance, Public Disclosure and Integrity*.

The Commission concurs with the visiting team's assessment that Northern Maine Community College has made "enormous strides" in meeting the changes mandated by the College's newly expanded mission. We commend the institution for developing new degree programs consistent with this expanded mission and for adopting a general education requirement for all its associate degree programs. However, we also agree with the team that the general education core will need ongoing review and enhancement to ensure that students' needs are being met and that the scope of courses offered in the general education program is sufficiently broad for a comprehensive community college. In particular, we encourage the College to evaluate general education course offerings in the Associate in Arts program to ensure that they move beyond a focus on "work themes" and offer students the opportunity to explore the arts, humanities, sciences, and social sciences in a broader context. The Commission looks forward to learning, in the Fall, 2006 report, of the College's success in these efforts, consistent with our standard on *Programs and Instruction*: "The general education requirement is coherent, and it embodies the institution's definition of an educated person. The requirement informs the design of all general education courses, and provides criteria for its evaluation" (4.15).

The Commission commends the College for its effective financial management and sound fiscal planning, particularly its efforts to diversify its revenue base. These efforts have included securing external grant funding to support a number of campus initiatives, such as TRIO and Perkins grants to provide counseling services and remedial education. Although this approach has worked well for the College in the past, the Commission reiterates the caution first voiced in our letter of May, 2001 against over-reliance on soft money to support these services. As the College continues its transition to a comprehensive community college and the student population changes to reflect this new mission, extensive resource development planning will be needed to ensure that adequate resources are available to support fulfillment of the mission. In



Mr. Timothy D. Crowley  
November 21, 2003  
Page 3

the Fall, 2006 report, the Commission looks forward to learning of steps the College has taken to enhance its resource development planning and, in particular, to secure permanent funding for essential student services. This is in keeping with our standard on *Financial Resources*: "The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, and physical resource priorities to advance its educational objectives" (9.3).

The Commission is concerned that the College does not undertake routine review and updating of its policies and procedures, a situation that has led to inconsistencies and discrepancies in college publications. In addition, we concur with the visiting team's recommendation that the College improve the mechanisms through which it communicates policy decisions to the campus community. Therefore, we are gratified to learn of the changes the College has made to its campus-wide communication mechanisms and governance structures, including a restructuring of committees and the establishment of a campus communication committee; increased faculty involvement in curriculum development and the curriculum approval process; and the use of new portal technology to provide services to students and updates on committee activities. Knowing that these efforts are still in the early stages, we look forward to learning, through the Fall, 2006 report, of your progress on this matter, in keeping with our standards on *Organization and Governance, Public Disclosure and Integrity*:

The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them (3.2).

Through a systematic process of periodic review, the institution ensures that its publications are accurate and current (10.10).

The institution has established and publicizes clear policies ensuring institutional integrity (11.7).

The scheduling of a visit in Spring, 2008 is consistent with Commission policy requiring institutions granted initial accreditation to undergo a comprehensive evaluation within five years. The items the College is asked to report on in the self-study are matters related to our standard on *Planning and Evaluation*.

The Commission commends Northern Maine Community College for adopting a "mission-based assessment model" that includes program outcomes for each major area and proposes the use of multiple measures to assess student learning. We understand, however, that implementation of the model among departments has been uneven and that, to date, there has been no coordinated effort to assess the core curriculum across academic disciplines. We encourage the College to continue efforts to develop a culture of evidence and to formalize the assessment of student learning and institutional effectiveness across all College programs and services. Relevant here is our standard on *Planning and Evaluation*, "The institution evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives" (2.4).

Finally, the Commission notes with approval the significant progress the College has made in the area of strategic planning and commends the institution for establishing a highly participatory planning process that has resulted in a comprehensive, state-of-the-art strategic planning document. As the strategic plan is implemented, important next steps for the College will be the development of operational (tactical) plans as well as a systematic approach to the collection, management and use of data to inform planning and decision-making. We look forward to learning, in the Spring, 2008 self-study, of the College's progress in this area, in keeping with our standard on *Planning and Evaluation*: "The institution undertakes both short- and long-term

Mr. Timothy D. Crowley  
November 21, 2003  
Page 4

planning ... The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness" (2.3).

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Northern Maine Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Alan Punches, Vice President and Academic Dean, as well as the team chair, Dr. William Simonton, during its deliberations.

You are encouraged to share this letter and the team's complete report with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Brian Hamel. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

If you have any questions about the Commission's action, please contact Charles M. Cook, Director of the Commission.

Sincerely,



Helen Ouellette

HO/jm

Enclosure

cc: Mr. Brian Hamel  
Mr. John Fitzsimmons  
Visiting Team



## **Appendix F**

### **Course Descriptions of New Liberal Studies Courses**

#### **New Courses in Mathematics**

##### Essential Mathematics

Designed to strengthen mathematical skills through structured teaching, practice assignments, and individual assessment. The course includes a review of basic mathematical functions and operations. Emphasis will be on improving computation and practical problem solving skills in preparation for enrolling in required mathematics course(s).

##### Applied Mathematics

Studies measurement, basic algebra, practical plane geometry, solid figures and geometric construction and triangle trigonometry, and an introduction to vector analysis from the perspective of practical application. This course prepares the student to meet the mathematical challenges that they will encounter in physics and their technical laboratories, as well as in their technical fields of employment.

##### Business Mathematics

This course is designed to develop the computational and vocabulary skills necessary for retailing, marketing, accounting, finance and business management. Topics include interest calculation, banking, depreciation systems, payroll, statistics and graphics. Also included are applications to business problems of algebraic principles such as quadratic and linear equations, and co-efficient of variation.

##### College Algebra

Includes the number system, operations with algebraic expressions, factoring, linear equations, exponents, radicals, quadratic equations, fractions and graphs.

#### **New Courses in Science**

##### Introduction to Meteorology

This course provides the student with a basic understanding of weather phenomenon and how weather is predicted. Students will master the terminology of weather prediction; explore the water cycle, and how the sun affects weather. The course will also treat atmospheric circulation, cloud formation and identification and students will learn how to make weather assumptions based on observations of temperature, pressure, humidity, wind direction, and sky cover. Students will also learn how weather data is collected and how forecasters make predictions based on previous and current weather observations. Emphasis on the weather we get in Maine.

##### Chemistry (for development)

### College Physics

Intended as a survey course providing exposure to the basic principles of physics and how they pertain to one's personal and professional life. This is an algebra- and trigonometry-based discussion designed to acquaint the student with basic physics concepts relating to measurement processes; interaction of stationary and moving forces; work and energy usage; properties of fluids; vibrations, waves and sound; electricity and magnetism; and optical phenomena. Satisfactory completion of this course will provide the student with an understanding and awareness of basic physics concepts and a foundation from which to apply them in his or her daily life and profession.

### **New Courses in the Social Sciences**

#### Abnormal Psychology

Students will demonstrate mastery of past and current theoretical perspectives on abnormal behavior. The course will evaluate issues relating to classification, etiology, and treatment of basic abnormal behaviors identified in the diagnostic and statistical manual. Case studies will be examined as they relate to various disorders.

#### Social Issues and Problems

An analytical introduction to contemporary social issues and problems in the United States, with emphasis on the underlying causes of and competing solutions to each issue. Issues to be discussed include abortion, aging, crime and violence, race and ethnic relations, medical care, family dysfunction, and overpopulation.

#### Introduction to Social Work and Social Welfare

The course explores social work and other human service professions and how each meets human needs. Social welfare institutions are reviewed through cultural, political, and economic contexts for American and Canadian society. There is special attention to service delivery in rural context, populations-at-risk and societal oppression.

#### History of Maine (in development)

### **New Courses in the Humanities**

#### Introduction to Communications

Designed to teach basic communications skills for the workplace. Students are introduced to various methods of communicating in the workplace, including memos, letters, reports, proposals and oral presentations. The importance of organization, clarity, correctness, and conciseness is also emphasized.

#### Elementary Spanish I

By using five aspects of language learning—speaking, listening, reading, writing, and culture—the student will begin to attain an understanding of and ability to use the Spanish language.

### Elementary Spanish II

By using five aspects of language learning—speaking, listening, reading, writing, and culture—the student will build upon the skills learned in SPA 101 to attain a greater understanding of and ability to use the Spanish language.

### American Literature I

An historic survey of American literature from colonial times to the Civil War.

### American Literature II

An historic survey of American literature from the Civil War to the present.

### Mystery Literature

Seminar in which students will become acquainted with mystery literature by learning about the past and contemporary state of the genre. Students will read novels and stories including hard-boiled detective fiction, police procedural, amateur sleuth, even cozies set in Maine, beginning with Edgar Allen Poe and progressing to contemporary writers.

### Topics in Literature

Close reading of texts related by topic, theme, or historical period.

### Introduction to Creative Writing

This course is portfolio-based and broken into two eight-week units: fiction and poetry. In each section, students will read a great deal, up to three short stories or several works by multiple poets each week. Class time will be used to write and discuss exercises, workshops and analyze texts.

### World Religion

Provides an analytical overview of the beliefs, sacred writings, and worship in the major world religions, including Animism, Hinduism, Buddhism, Shinto, Judaism, Christianity, and Islam. Students will examine the issues and problems reflected in current events that are influenced by these religions.

### Introduction to Humanities (course revised to eliminate “work-theme”)

Introduces students to the disciplines of the humanities (i.e., philosophy, history, literature, and the arts). Through study of the humanities in past, present, and future settings, students will learn how the humanities shape and reflect human nature and culture.

### Art Appreciation (in development)

## **New Interdisciplinary Courses**

### First-Year Seminar for Liberal Studies

This is an interactive and reflective course that will enable students to explore and develop their own potential in the context of their academic life at NMCC and beyond. The seminar is also designed to promote student success, personal development and

lifelong learning and to begin to answer the following questions: What is the purpose of higher education? Who am I, and why am I here? Where am I going? How am I going to get there? Academic and social transition issues will be addressed with an emphasis on campus engagement.

#### Discover Aroostook: Fall

Introduces students to non-competitive skills which will enable them to better understand and appreciate the outdoor environment in Aroostook County. Students will learn basic skills pertaining to fall activities and become acquainted with outdoor recreation areas as well as the history of Aroostook County and the people who live here. Students will be introduced to the proper use of the necessary equipment in order to try specific skills in the field. Students will also be introduced to and practice sound outdoor ethics/etiquette which will benefit both the outdoors and those who use it.

#### Discover Aroostook: Spring

Introduces students to non-competitive skills which will enable them to better understand and appreciate the outdoor environment in Aroostook County. Students will learn basic skills pertaining to winter/spring activities and become acquainted with outdoor recreation areas as well as the history of Aroostook County and the people who live here. Students will be introduced to the proper use of the necessary equipment in order to try specific skills in the field. Students will also be introduced to and practice sound outdoor ethics/etiquette which will benefit both the outdoors and those who use it.

#### Leadership

Examines the process of leadership. It is designed to expose senior-level students to areas of competence and knowledge that are fundamental to the practice of leadership in a variety of business and life settings. Students will examine the prominent leadership theories, research the behaviors of well-known leaders, acquire skills common to successful leaders, and listen to opinions of leaders of our own community from business, government, and social service organizations.



## Appendix G

### Revisions to the Liberal Studies Degree

<u>Previous</u>	<u>Revised</u>
<b>General Education Core:</b> <i>(Minimum 10 Credit Hours Required)</i>	<b>General Education Core</b>
ENG 111 English Composition 3	COL 100 First-Year Seminar 3
ENG 120 Introduction to Literature 3	ENG 111 English Composition 3
MAT 120 Intermediate Algebra 3	ENG 120 Introduction to Literature 3
PHE 124 Ergonomics/Occ. Well. 1	MAT 125 College Algebra 3
	PHE 124 Ergonomics/Occ. Well. 1
<b>English/Communications Electives:</b> <i>(Minimum 3 Credit Hours Required)</i>	<b>Communication Requirement:</b> <i>(Minimum 3 Credit Hours Required)</i>
ENG 211 Speech 3	COM 111 Speech 3
ENG 212 Business Comm. I 3	COM 212 Business Comm. I 3
ENG 221 Technical Comm. 3	COM 220 Business Comm. II 3
ENG 222 Business Comm. II 3	COM 221 Technical Comm. 3
	SPA 101 Elementary Spanish I 3
	SPA 102 Elementary Spanish II 3
<b>Mathematics/Science Electives:</b> <i>(Minimum 6 Credit Hours Required)</i>	<b>Science Requirement:</b> <i>(Minimum 7 Credit Hours Required)</i>
BIO 120 Anatomy & Physiology I 4	BIO 114 Human Biology 4
BIO 130 Anatomy & Physiology II 4	BIO 120 Anatomy & Physiology I 4
BIO 218 Microbiology 4	BIO 130 Anatomy & Physiology II 4
MAT 210 Statistics 3	BIO 218 Microbiology 4
MAT 211 Coll. Alg. & Trigonometry 3	PHY 110 Astronomy 3
MAT 221 Precalc./Intro. Calculus 3	PHY 155 College Physics 5
MAT 229 Calculus 3	PHY 215 Statics & Strength of Mat. 3
PHY 110 Astronomy 3	
PHY 115 Physics I 4	
PHY 225 Physics II 4	
<b>Humanities Electives:</b> <i>(Minimum 9 Credit Hours Required – Must take one HIS sequence, such as HIS 117 &amp; HIS 119, or HIS 123 &amp; HIS 125)</i>	<b>Mathematics Requirement:</b> <i>(Minimum 3 Credit Hours Required)</i>
ENG 224 American Lit. Survey 3	MAT 151 Coll. Alg. & Trigonometry 3
HIS 117 World Civ. to 1715 3	MAT 210 Statistics 3
HIS 119 World Civ. from 1715 3	MAT 221 Precalc./Intro. Calculus 3
HIS 123 US Hist., 1600-1865 3	MAT 229 Calculus 3
HIS 125 US Hist, 1865 to present 3	
HIS 201 American Business Hist. 3	<b>Computer Proficiency Requirement:</b> <i>(Minimum 3 Credit Hours Required)</i>
HUM 102 Working in America 3	CIS 107 Intro. To Comp. Applic. 3
PHI 201 Ethics 3	CIS 109 Visual Basic 3
	CIS 112 Fund. of Comp. Concepts 3
	CIS 116 Computer Desktop Design 3
<b>Social Science Electives:</b> <i>(Minimum 9 Credit Hours Required)</i>	<b>Humanities Requirement</b> <i>(Minimum 9 Credit Hours Required)</i>
ECO 111 Principles of Economics 3	ENG 113 Working in America 3
POL 101 American Government 3	ENG 224 American Literature I 3
PSY 100 Applied Hum. Relations 3	ENG 228 Topics in Literature 3
PSY 101 General Psychology 3	ENG 234 American Literature II 3
PSY 207 Developmental Psych. 3	ENG 237 Mystery Literature 3
SOC 111 Sociology 3	ENG 239 Intro. To Creative Wtg. 3
	HUM 100 Intro. To the Humanities 3
	HUM 212 Topics in the Humanities 3
	PHI 201 Ethics 3
	PHI 206 World Religions 3
<b>Area of Concentration Electives:</b> <i>Minimum of 18 Credit Hours Required with at least 6 Credit Hours at the 200 Level</i>	

**MINIMUM TOTAL REQUIRED 64**

**History Requirement:**

*(Completion of one sequence required—6 credits)*

HIS 117	World Civ. to 1715	3
HIS 119	World Civ. from 1715	3
HIS 123	US Hist., 1600-1865	3
HIS 125	US Hist, 1865 to present	3

**Social Science Requirement:**

*(Minimum 9 Credit Hours Required)*

ECO 111	Principles of Economics	3
HIS 201	American Business Hist.	3
POL 101	American Business	3
PSY 100	Applied Hum. Relations	3
PSY 101	General Psychology	3
PSY 207	Developmental Psych.	3
PSY 209	Abnormal Psychology	3
SOC 111	Sociology	3
SOC 215	Social Issues & Problems	3

**General Electives:**

*(Minimum 11 Credit Hours Required)*

*A minimum of 21 credits must be completed at the 200 level.*

**MINIMUM TOTAL REQUIRED 64**

## **Appendix H**

### **NMCC Philosophy of General Education**

The faculty of Northern Maine Community College (NMCC) is dedicated to providing quality education to all students who enroll in our programs. Quality education consists of two closely related components. First is a firm grounding in the basics of a technical or major field of study. Students are provided with the latest knowledge in their chosen fields of study in preparation for work and/or transfer to another institution of higher education. Second, and equally important for future success in the student's chosen field of endeavor, is a general education core that instills in the student the essential qualities of an educated person. The general education core is designed to ensure that all graduates exit the College with the tools necessary to lead thoughtful and productive lives. To that end, the faculty has identified what they deem to be the essential knowledge, skills, and values of an educated person.

#### **Knowledge**

To begin with, all students need in-depth knowledge of chosen fields of study so that they can become effective and productive workers. This includes a firm understanding of the scientific and mathematical knowledge that serves as a basis for the body of technical knowledge. In addition, the faculty recognizes that we are more than producers and consumers of goods and services; we are also citizens, members of families, and individuals who should be as concerned with civic and social responsibility as making a good life and a good living for ourselves. To that end, an educated person needs a broad-based knowledge of society and culture, an understanding of and respect for the diversity found in any given culture, and a strong sense of the past and its role in shaping the present. Only when one is educated for work and for life, will he/she be able to take his/her place as a truly productive citizen.

#### **Skills**

The accumulation of knowledge does not end at graduation and, thus, the educated person must be willing and able to engage in a lifetime of learning. The pursuit of knowledge is facilitated by certain skills and abilities that are characteristic of all educated people. An educated person has the ability to listen, read, view, write, and communicate effectively; to use, locate, access, evaluate, and manage data and information; to calculate and to reason mathematically; and to do so with the essential tool of the 21<sup>st</sup> century: the computer. Mastery of these skills provides one with the essential intellectual tools needed for a lifetime of learning.

**Values**

Finally, an educated person needs wisdom to apply his/her knowledge and skills in an ethical and just manner. An educated person is one who has developed a logical system of ethics and values and is able to apply those values and morality to everyday situations in a reasoned and rational manner. Without a sense of values and morality, the knowledge and skills acquired during one’s education might be used for immoral purposes to the detriment of all. With a strong sense of morality, an educated person feels a sense of civic and social responsibility and is able to interact with others in a moral manner. Values and morals are also essential as a basic guide to making a good life for him/herself.

**Summary**

In short, an educated person is one who is fully literate, able to read, write, listen, speak, and think with clarity and precision; who has a strong sense of the past and its role in shaping the present; who understands his/her role as a citizen and a member of society; who understands and is able to relate scientific and technological knowledge to the issues that affect the quality of human life on this planet; who is able to use numerical data with ease and precision; who is able to find work that is fulfilling and useful, does it to the best of his/her ability and, thus, contributes to the good of society; and who is able to use the aforementioned knowledge and his/her experience to find meaning and purpose in life.

To that end, each student is required to complete a general education core that has the following components:

**NMCC General Education Core Curriculum**

**Knowledge**

Mathematics and/or Science	6
Social Science	3
PHE 124—Ergonomics & Occupational Wellness Conditioning	1
General Education Elective or Program Specific General Education Course	3

**Skills**

ENG 111—English Composition	3
Communications	3

**Values**

Humanities	3
Total Credits	22

---



Guide for transfer courses;

*Communications*

Writing courses, speech, or foreign language

*Humanities*

Literature, philosophy, art, religion

*Social Science*

Anthropology, Economics, Geography, History, Psychology, Political Science,  
Sociology

## Appendix I

### General Education Taskforce Membership List

Ron Fitzgerald	Chair, Arts and Sciences and Instructor, Mathematics
Betty Kent-Conant	Chair, Nursing and Allied Health and Instructor, Nursing
Dwight Clayton	Chair, Business Technologies and Instructor, Accounting and Computer Applications
Brian McDougal	Chair, Trade and Technical Occupations and Instructor, Electrical Construction and Maintenance
Daryl Boucher	Instructor, EMS and Nursing
John Corrigan	Instructor, Composition and Communication
Nancy Cowett	Instructor, Accounting and Business Mathematics
Dean Duplessis	Instructor, Precision Metals Manufacturing
J.P. Levasseur	Instructor, Physics and Mathematics
Robert Rice	Instructor, Diesel Hydraulics Technology
Robert White	Instructor, Related Electrical and Mathematics
Alan Panches	Vice President and Academic Dean
Dan Butts	Assistant Dean of Instruction
Tammy Nelson	Director of Counseling

**Appendix J**  
**Parameters of Work for**  
**General Education Taskforce**

September 19, 2006

Dear Taskforce Member;

Thank you for your willingness in helping to guide NMCC in this very important step in our institutional evolution. I am confident that we can count on your commitment to quality education and on your expertise to effect the revisions required of us smoothly, efficiently, and effectively.

As we commence, let me offer the following parameters which you can read as my assurance to you:

1. The faculty of NMCC owns the curriculum. They are the stewards of it, and the defining feature of its quality.
2. While it is unrealistic to assume that the work of this taskforce will receive eager, enthusiastic, and unanimous support across campus, every faculty member will enjoy multiple opportunities to provide input.
3. The faculty in the Arts and Sciences department has and will continue to retain oversight of the general education core. It befalls them to solicit and to incorporate the unique needs of the other departments in addressing the goals of "the Educated Person."
4. The culmination of our work must address and meet MCCS, NEASC, external accrediting agency, and our own internal requirements and standards.
5. There are no inherent presumptions regarding the scope or extent of the revisions recommended by this taskforce pertaining to individual courses, programs, or the general education core.
6. Standard procedures for making and approving curricular revisions will be strictly observed.

It is important to note as we begin our work that the revisions we are undertaking reflect proactive planning and implementation rather than reactive response to a negative or unfavorable report or external assessment. Nor are we acting preemptively to stave off anticipated criticism. Although NEASC has made rather pointed recommendations, our accreditation is not at stake.

We are making these revisions because doing so is the right thing to do. Pure and simple. Inarguably, the needs of our students, our constituents, the region in general, and the institution will be more comprehensively met when we recognize the comprehensive nature of becoming a comprehensive community college.

We should remain mindful of that as we proceed with our work. Ultimately, we are here for our students and for our region.

Alan Panches, Ph.D.  
Vice President and Academic Dean

**Appendix K**

**Proposed Timeline for  
General Education Core  
Revision**

Taskforce formed	September, 2006
Advisory Committee Endorsement	October 25, 2006
Curricular revision completed	November 15, 2006
Faculty presentation	December 13, 2006
Departmental Approval	January 12, 2007
Curriculum Committee Approval	February 14, 2007
Academic Dean Approval	February 21, 2007



**Appendix L**

**Comparison of the Auto Body Repair  
Diploma and AAS Programs**

Diploma Program

Associate in Applied  
Science Program

*General Education Requirements*

Introduction to Composition  
Introduction to Communications

English Composition  
Technical Communications

Ergonomics/Occupational Wellness

Ergonomics/Occupational Wellness

Technical Math I  
Technical Math II  
Applied Physics

College Algebra & Trigonometry  
College Physics

Social Science Elective  
Humanities Elective

Elective

Elective

Subtotal: 19 credit hours

Subtotal: 24 credit hours

*Specialty Concentration*

Automotive Body Repair I  
Automotive Body Repair II  
Automotive Body Repair III  
Automotive Body Repair IV  
Automotive Electricity  
Automotive Electronics  
Auto Heating & Air Conditioning  
Motor Vehicle Inspection  
Industrial Safety  
Oxyacetylene Welding  
Electric Welding

Automotive Body Repair I  
Automotive Body Repair II  
Automotive Body Repair III  
Automotive Body Repair IV  
Automotive Electricity  
Automotive Electronics  
Auto Heating & Air Conditioning  
Motor Vehicle Inspection  
Industrial Safety  
Oxyacetylene Welding  
Electric Welding

Subtotal: 44 credit hours

Subtotal: 44 credit hours

**TOTAL CREDITS REQUIRED: 63  
REQUIRED: 68**

**TOTAL CREDITS**

**Appendix M**

**Fund 1 Expenditures  
Counseling Activities 2002 – 2006**

<b>Fund 1 Expenditures - Counseling Activities</b>		
	<b><u>FY 06</u></b>	<b><u>FY 02</u></b>
<b>Total</b>	<b>47037.68</b>	<b>11163.05</b>
Dir. First Yr. Experience (3/5 salary - MELMAC instr. support)	41057.4	0
Dev. Lab - 11187	420.19	1806.56
Ad. Initiatives - 13187	3178.04	9031.8
Tech Prep - 46025	384.37	193.94
Gender Eq. - 51060	125.04	130.75
Success Counselor - 53010	1872.64	0

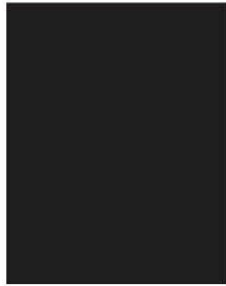
## Appendix N

### Executive Summary of the Governor's Community College Advisory Council

 **JOBS AND OPPORTUNITY:**  
The Power and Potential of Maine's Community Colleges



#### EXECUTIVE SUMMARY: REPORT OF THE GOVERNOR'S COMMUNITY COLLEGE ADVISORY COUNCIL



## EXECUTIVE SUMMARY

Maine's community colleges and its predecessors were created to respond to dramatic changes in the state's economy and in the lives of its people.

The state's first vocational technical institute was established in 1946 to confront the challenges posed by an economy in transition from wartime to peace. Forty years later, as technology reshaped the workplace, the institutes became technical colleges. In 2003, the technical colleges were changed to community colleges to help address Maine's persistently low college-going rates and to ensure broad access to college for all those in Maine who aspired to it.

In 2006, as Maine continues to undergo a dramatic transformation to a knowledge-based economy, the community colleges have become a crucial part of Maine's educational continuum—a starting place for those who historically have not gone on to college but now view higher education as a necessity and a vital source of skilled workers for Maine's evolving industries.

An economy fueled by technology and information demands a highly skilled and educated workforce. Higher education, once required by relatively few in our state, is now nearly essential for success in Maine's workplace. But almost two-thirds of Maine adults—some 455,000 working age individuals—do not hold a college degree. And approximately 50 percent of the state's high school graduates—some 7,000 young people—leave high school with no immediate plans to enroll in college. They enter a changed and changing world of work with limited options and little hope for a secure and prosperous future—an alarming prospect for them and for the state.

While Maine's economy is changing at a rapid pace, Maine's workforce is not. The state's population is growing slowly, getting older, and remaining relatively homogeneous. An estimated 80 percent of those who will be working in Maine a decade from now are already on the job. Many of them entered a world of work that required a different set of skills than those demanded by the current economy.

In order to compete, Maine must dramatically increase the educational attainment levels of its citizens. Already, many of Maine's core industries face significant shortages of skilled workers, a shortage that is slowing the growth of the state's economy and dimming its prospects for the future. This skills gap also means Mainers are seeing thousands of good jobs pass them by.

Maine's community colleges have the potential—if not the current capacity—to bridge these large and troubling gaps. By offering an affordable and accessible gateway to higher education for thousands of low- and moderate-income Maine people, the community colleges have experienced dramatic growth in just three years. Clearly, Maine people—buffeted by job losses and the realities of a changing economy—recognize that they must upgrade their skills in order to find good paying, reliable work.

But that growth has brought the colleges to a critical juncture: nearing or exceeding capacity in many of their most popular programs; straining facilities and services; and struggling to meet the demand of many key Maine industries for skilled workers.

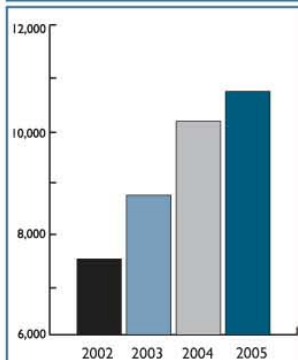
Like the state's economy, Maine's community colleges are at a major crossroads, poised for growth but lacking critically important resources to realize their full potential.

Recognizing the importance of the community colleges to Maine's economy and to the future prosperity of Maine citizens, Governor Baldacci called for the appointment of an independent Advisory Council of state leaders to examine future workforce and educational demands and the capacity of the community colleges to meet those demands.

Among the key findings of the Governor's Community College Advisory Council:

“Higher education is now nearly essential for success in Maine's workplace. But almost two-thirds of Maine adults—455,000 individuals—do not hold a college degree, and some 7,000 young people leave high school each year with no immediate plans to enroll in college.”

GROWTH IN DEGREE STUDENTS SINCE 2002

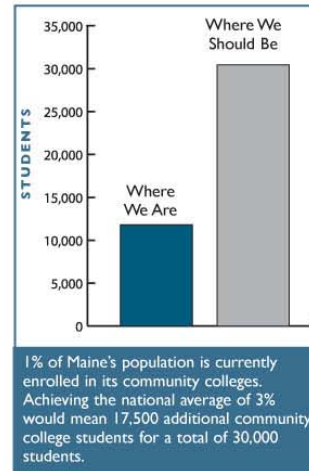


- 42% increase in the last three years
- State funding increased less than 6% in that three-year period

❑ **Maine has a shortage of skilled workers in virtually every major industry.** Maine's community colleges—and other schools in the state offering similar programs—are training only about one-third of the skilled workers needed to meet the anticipated employment needs of many of Maine's largest industries through the year 2012. In 2006 alone, Maine's economy is projected to be short 4,200 workers with the kind of skills acquired at the community college level. At a median wage of \$32,000, this represents approximately \$134 million in annual wages. For Maine companies, this translates into lost business opportunities, higher operating costs, and stalled economic growth. For Maine people, it means missed job opportunities and the lost wages associated with good-paying jobs. This skilled worker shortage is having an impact on industries key to Maine's economy and quality of life, among them health care, business, hospitality, security, and construction.

❑ **Maine's community college system has reached capacity.**

In just three years, enrollment at Maine's community colleges has grown by 42 percent—an additional 3,162 more college students—while state funding has increased just 5.7 percent and staffing levels have remained flat. The colleges are at or near capacity in many of their programs, services, and facilities, at a time when a wave of new students is expected to land at their doors. Currently, Maine is able to enroll only about 1 percent of its population in its community colleges, making it the smallest community college system in the nation and well below the national average of 3 percent. Maine's low college-going rates are due in large part to the small size of its community colleges.



## Recommendations

In light of these findings, the Governor's Community College Advisory Council recommends that the State commit to a goal of achieving the national average in community college enrollment—30,000 credit students (from 12,500 today)—within ten years.

To achieve that goal, the Council recommends:

1. A \$20.3 million initial State investment, for 4,000 additional college students. This initial investment of \$20.3 million beginning in FY2008/09 would enable the community colleges to make a significant step toward the goal of 30,000 credit students. These funds would support an additional 4,000 community college students—for a total of 16,500 credit students—and allow investments in the following priorities recommended by the Council:
  - a. **Support occupational and transfer mission of the MCCS.** The Advisory Council recognizes and stresses the importance of providing comprehensive programming that provides broad access to college for students with diverse needs and aspirations. At the same time, the Council wishes to emphasize the importance of the unique workforce mission of the System and the fact that Maine

employers are dependent on that mission. Because the MCCS is the sole provider of a majority of the occupational programs available in the state and because these programs are, by their nature, more costly to operate and maintain, the Council stresses the importance of adequate State funding to support occupational programs, to ensure an ample supply of skilled workers for Maine's economy.

- b. **Ensure affordable access.** Finances are the number one barrier to college, and reducing barriers is at the heart of the community college mission. Keeping Maine's community college tuition affordable for low- and moderate-income citizens and increasing funds available for scholarships must be a top priority.
- c. **Provide convenient geographic access.** Bringing community college offerings to regions without reasonable access is crucial to helping more working adults access college. The System should broaden its outreach and—where possible—pursue opportunities to share facilities with its partners.
- d. **Help more high school students go to college.** The System's Early College for ME program should be made available to every public high school in the state to help Maine achieve its goal of sending at



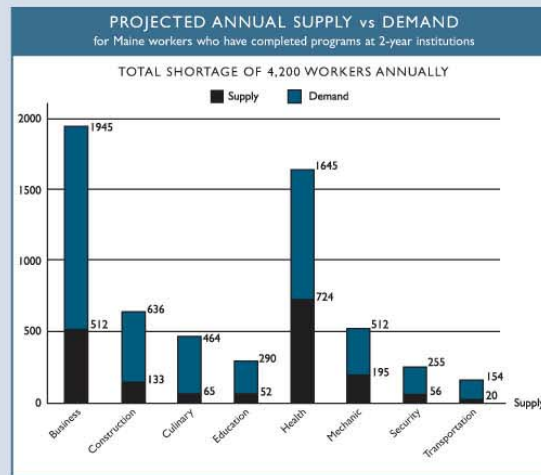
- Student demand for access to the community colleges will grow dramatically.** Student trends indicate that Maine's community colleges will continue to experience dramatic increases in demand for its programs and services. This demand will be fueled by greater numbers of high school graduates seeking higher education—the result of statewide college readiness and early college efforts; more working and displaced adults turning to college to upgrade or retool their skills; efforts by Maine's adult education system to help thousands more adult learners transition into college; and a strategic decision by Maine's university system to refocus its mission and reduce associate degree offerings. Maine's community colleges must be prepared for this influx or risk creating a new barrier—a roadblock to college—for these students.
- Maine can shape its own economic future by aligning economic and workforce development.** Maine is making major investments in research and development and in other strategies to expand Maine's economy, yet many core industries and those targeted for growth already face worker shortages. The state's efforts will be hindered if the workforce side of the equation is not addressed. Strategic investments in a high-skilled workforce are critical to business expansion and central to the success of R&D efforts.
- Maine's community colleges deliver a high return on investment.** Ninety-five percent of MCCC graduates are placed in jobs or continue their education after graduating from one of the System's seven colleges. Of those who enter the workforce, 96 percent find jobs in Maine. Several comprehensive analyses have found that taxpayers see their investment in community college students returned, within seven to ten years of graduation through the increased income and sales tax revenues generated by graduates.

"Ninety-five percent of MCCC graduates are placed in jobs or continue their education after graduating from one of the System's seven colleges. Of those who enter the workforce, 96 percent find jobs in Maine."

least 70 percent of high school graduates to college. This innovative program has a proven track record and can help raise the educational bar for future generations.

- e. **Bring customized training to more Maine employers and expand offerings to support entrepreneurship.** MCCC customized training should be made available to more Maine businesses in order to fuel business growth and job creation. This should include an expansion of the Maine Quality Centers program which has helped companies all over the state expand their operations in Maine. It should also include continued growth in the courses and services offered to small business owners and entrepreneurs.

- 2. **A major capital improvements bond issue to update and expand facilities.** To accommodate current and future growth and ensure a high quality learning environment for students, the Council recommends a major capital improvements bond issue be put forward to the people of Maine in the fall of 2007. The bond issue should include funds to update and maximize the use of current facilities and, where necessary, add new facilities to accommodate enrollment growth—for an amount to be determined by the Maine Community College System Board of Trustees.



## MAINE MUST BUILD A BIGGER BRIDGE

### THE DEMAND

IS GROWING FOR ACCESS  
TO COMMUNITY COLLEGES

#### ADULT WORKFORCE

- 55,000 “very interested” in college
- A shared goal: An additional 40,000 degree holders by 2020

#### HIGH SCHOOL GRADUATES

- 70% of high school seniors say they intend to enroll in college; only about 50% do.
- A shared goal: Increase college going rate from 50% to 70% by end of decade

#### UMS ASSOCIATE DEGREE STUDENTS

- Phasing out of some 2-year programs



### THE BENEFITS

TO MAINE ARE NUMEROUS

- **More skilled workers** to fill current shortages
- **A more highly skilled workforce** to fuel economic growth
- **More transfer students** to earn baccalaureate degrees
- **More entrepreneurs** to start new businesses
- **Higher incomes,** lower unemployment, increased tax base, improved quality of life

Many in Maine recognize that the economic and demographic forces that are reshaping Maine will have a long-lasting impact on the state's future. They also recognize the vital importance of higher education in helping the state confront these challenges. Maine's community colleges will need to play a critical role in helping Maine achieve these ambitious goals. And they will need to be able to serve many more people for the vision to become a reality.

- ❑ Governor Baldacci has set a statewide goal of increasing the college-going rate of high school graduates from 50 to 70 percent by the end of this decade.
- ❑ The Maine Compact for Higher Education seeks to increase the number of working-age degree holders in Maine to 56 percent (the New England average) by 2020, an additional 40,000 degree holders beyond current projections.

❑ Maine's 120 adult education programs help nearly 3,000 people earn high school credentials each year; only 500 of those currently go on to college. The adult education community has set a goal of helping 10,000 Maine adults enroll in college over the next 10 years.

❑ In its Strategic Plan, the University of Maine System has refocused its mission on baccalaureate programs and advanced degrees, with a plan to phase out many associate degree programs. In addition, UMS has set a transfer goal of 3,500 community college students transferring into the Universities within the next few years.

❑ Maine's Department of Education is working to implement major reforms at the high school level to ensure that every graduating senior is college ready.



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## GOVERNOR'S COMMUNITY COLLEGE ADVISORY COUNCIL

**Joanna Jones**

Co-Chair  
Director of Human Resources, Education Development Center, Inc.  
Chair, MCCS Board of Trustees  
Waldoboro

**Thomas Palmer**

Co-Chair  
General Manager, Lafayette Hotels  
Orono

**Kris Doody Chabre**

Chief Executive Officer, Cary Medical Center  
Caribou

**Dana Connors**

President, Maine State Chamber of Commerce  
Augusta

**Brett Doney**

President/Chief Executive Officer, Enterprise Maine  
South Paris

**Christopher Evans**

President, Sabre Yachts  
South Casco

**Edward Gorham**

President, Maine AFL/CIO  
Augusta

**Leon Gorman**

Chairman of the Board, L.L. Bean, Inc.  
Yarmouth

**Timothy Hussey**

President/Chief Executive Officer, Hussey Seating Co.  
South Berwick

**Cynthia Phinney**

Business Manager, International Brotherhood  
of Electrical Workers (IBEW-1837);  
Member, MCCS Board of Trustees  
Manchester

**Dianne Tilton**

Executive Director, Sunrise County Economic Council  
Machias

**Bruce Tisdale**

President, Mountain Machine Works  
Auburn

PHOTOS: Courtesy of Maine Community College System. DESIGN: Mahan Graphics, Bath ME.

**Appendix O**

**NMCC Foundation Annual Report  
July 1, 2005 – June 30, 2006**



# Northern Maine Community College Foundation

**ANNUAL REPORT**  
July 1, 2005 ~ June 30, 2006



## A Message from the Chair of the Board



This has been a wonderful year of progress for the Northern Maine Community College Foundation. As we reflect on our accomplishments, we have poised the foundation to enter a new era. In addition to tremendous growth in our financial portfolio, we have increased our program of work and established a strong framework for future development.

Founded twenty years ago, the NMCC Foundation has a rich history of supporting Northern Maine Community College and its students. The Foundation helped the college maintain an open door to educational opportunity by awarding over 30 scholarships at a time when more students than ever need assistance. Additionally, the Foundation instituted a faculty incentive grant program to showcase the incredible scholarly work being performed by NMCC faculty.

To further the impact the foundation has in supporting NMCC, the foundation board voted to embark on the institution's first ever major gifts campaign. This is an exciting opportunity to ensure the long-term viability of the foundation's support of students, campus infrastructure, and educational opportunities.

Your continued support for NMCC through the NMCC Foundation is greatly appreciated by students, parents, faculty, staff, and the citizens of Aroostook County. It is through this support that we help energize our area's economic development by providing an educated, well-trained workforce. Thank you to all of you who have so generously given your time and talent to the NMCC Foundation. Your generosity helps ensure a bright future for NMCC and its students.

Raynold Gauvin, Chair  
Northern Maine Community College  
Foundation

*During the past fiscal year, the Foundation's Net Assets grew by 60 percent from approximately \$376,400 at June 30, 2005 to almost \$600,800 at the end of June, 2006. The growth reflects the start-up of the major gifts campaign along with a large contribution from the Thibodeau family. The Foundation's financial statements for the year ended June 30, 2006, were audited, and condensed statements are presented in this report compared to the prior year.*

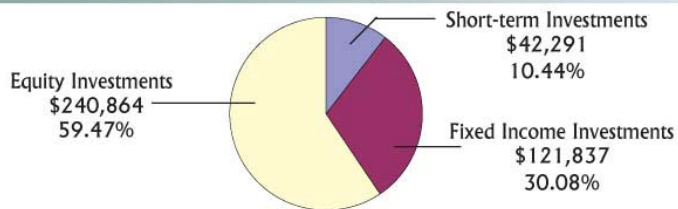
### Balance Sheets As of June 30, 2006 & June 30, 2005

	2006	2005
<b>ASSETS</b>		
Cash in Bank - Current Assets	\$ 25,636	\$ 17,596
Contributions/Accounts Receivable	224,939	0
TD Banknorth Investments	404,992	367,281
<b>Total Assets</b>	<b>\$655,567</b>	<b>\$384,877</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Current Liabilities</b>		
Deferred Revenue/Accounts Payable	\$ 15,593	\$ 8,470
Loan from NMDC	39,200	0
<b>Total Liabilities</b>	<b>54,793</b>	<b>8,470</b>
<b>Net Assets</b>		
Unrestricted	(4,516)	10,805
Temporarily Restricted	45,533	31,001
Permanently Restricted	559,757	334,601
<b>Total Net Assets</b>	<b>600,774</b>	<b>376,407</b>
<b>Total Liabilities and Net Assets</b>	<b>\$655,567</b>	<b>\$384,877</b>

### Statement of Activities For the Years Ended June 30, 2006 and 2005

	2006	2005
<b>REVENUE</b>		
Donations	\$187,671	\$ 54,707
Fundraising	16,702	8,706
Major Gifts Campaign	106,644	0
NMCC Contribution to Expenses	32,621	0
Investment Income	12,289	22,930
<b>Total Revenue</b>	<b>\$355,927</b>	<b>\$ 86,343</b>
<b>EXPENDITURES</b>		
Scholarships and Grants	19,672	9,010
Feasibility Study	0	19,830
Investment Fees	2,578	2,495
Fundraising Expenses	8,698	5,333
Major Gifts Campaign Expenses	46,862	0
Administrative Expenses	49,280	6,773
Other Expenses	4,470	1,353
<b>Total Expenditures</b>	<b>131,560</b>	<b>44,794</b>
<b>Increase in Net Assets</b>	<b>\$224,367</b>	<b>\$ 41,549</b>

### Portfolio Composition





## A Few Highlights from the Year...

### NMCC Foundation Golf Tournament

Held at the Presque Isle Country Club on September 17, 2005, this tournament raised over \$14,000, with a net income of over \$7,800. Twenty-nine teams participated in the three-person scramble, which was co-sponsored by Advantage Payroll.

### Foundation Fall Scholarships Awarded

In October 2005, Thirty-six scholarships were awarded to NMCC students that totaled \$9,900. Each student received a minimum of a \$300 scholarship.

### Foundation Annual Meeting

The Foundation's annual board meeting was held on November 9, 2005. Two scholarship recipients, Andrew Fortin and Jacqueline White, addressed the group describing what receiving a foundation scholarship meant to them. Two new board members were nominated and elected to the Foundation Board of Directors, Lois Dickson and Gary Cleaves. Wendy Bradstreet received the Foundation's Eagle Award for her extraordinary work on the Foundation's finances. Laura Young, vice president for institutional advancement for the Maine Community Foundation, was the featured speaker.



NMCC President Tim Crowley and guests

### Country Generations Concert Fundraiser

The Foundation joined forces with the Northern Maine Fair Association to sponsor this concert on January 29, 2006. The energetic performance of the band was well received by all who attended. The Fair Association and the Foundation equally split the profit.

### Foundation Fall Scholarships Awarded

Fourteen Foundation scholarships, totaling \$4,750, were awarded to assist students in achieving their educational goals.

### Major Gifts Campaign – Family Division

The Foundation's executive director chaired the employee division that kicked off the major gifts campaign in March, 2006. The goal of 100% employee awareness of the major gifts campaign initiatives was achieved, as well as 57% employee participation.



Team leaders from the internal division of the Major Gifts Campaign

### Faculty Incentive Grant Presentations



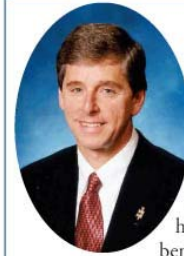
NMCC humanities instructor Dave Raymond received a \$1,000 Faculty Incentive Grant from the Foundation. The purpose of the grant is to encourage and showcase the scholarly work of the NMCC faculty. On March 17, he presented his research on a defining moment in the history of the Congregational and Baptist Churches in the early 19th century.

Also receiving a Foundation Faculty Incentive Grant was Chuck Kelley, instructor in the Electrical Construction and Maintenance program. On April 5, he presented his research concerning the timely topic of energy sources, energy efficiency and conservation. He also explored the facts and myths of alternative energy sources.



### Targeted Annual Appeal

A limited appeal was conducted in May to help raise Foundation funds, targeting select companies with a relationship to NMCC. This appeal raised \$1,825 in unrestricted funds for the foundation.



## President's Message

For two decades, Northern Maine Community College and its forerunners have been the direct beneficiaries of the work of the NMCC Foundation. Throughout this time, it has been the dedication and determination of the community leaders from throughout Aroostook County who have volunteered their talent, time and resources to direct the activity of the organization that has made a significant difference. As we celebrate this milestone, all of us at the College tip our hats to those who have played a role in the development of the Foundation.

NMCC provides opportunity and hope for its students and our community. The work of the Foundation is providing a basis for strong community relationships that are focused on providing opportunity for students to achieve their dreams and live a fuller life.

The challenges for higher education are becoming greater at a time when the need for higher education is as great as it has ever been. The Foundation is helping to bridge the gap between what is available to student and institutional support and what is needed to help NMCC achieve its mission of student and community development.

On behalf of the students and employees at NMCC I want to take this opportunity to say thank you to the donors and volunteers who are working through the NMCC Foundation to enhance the experience of students as well as the impact the college has on the communities we serve. The Foundation is truly an extraordinary organization working to enhance the efforts of the College community and the development of the County.

Thank you for supporting the hopes and dreams of students and the development of NMCC.

Timothy Crowley, President  
Northern Maine Community College

*Some Words from  
the Executive  
Director...*



Dear Friends,

As we conclude an outstanding year of service to and partnership with Northern Maine Community College and reflect on our many and varied accomplishments, all involved with the NMCC Foundation can take great pride in our collective efforts. Our Board of Directors worked hard assisting our efforts to raise money to support the various activities and needs of NMCC, as well as to raise awareness of the immense value NMCC has to Northern Maine.

During this fiscal year, three scholarship funds reached endowment level. We look forward to awarding the Larry Cowett Memorial Scholarship, G. Melvin & Phyllis J. Hovey Scholarship, and Larry & Audrey Thibodeau Scholarship. Additionally, the Foundation was pleased to secure NMCC scholarship funds that were previously held by the state, in an effort to streamline our operations.

In this report, you will find financial information regarding the growth of the foundation. We are pleased with our progress, but know that we have a long way to go to fully realize our mission to help the College meet its commitment to provide superior educational opportunities for all segments of the community. We greatly appreciate the support we have received and look forward to further cultivating existing relationships, as well as developing new ones.

If you are interested in learning more about NMCC or how you can help, please do not hesitate to contact the NMCC Foundation Office.

Sincerely,

*Lisa Corrigan*

Lisa Corrigan, Executive Director  
Northern Maine Community College  
Foundation

**Individual Donors (July 1, 2005 ~ June 30, 2006)**

**Friends of the Foundation (\$1 - \$99)**

- |                           |                         |
|---------------------------|-------------------------|
| Cindy Pelkey Albert       | Kerry Gordon            |
| Dennis Albert             | John & Kim Hanusovsky   |
| Anonymous (5)             | Colleen Harmon          |
| Douglas Beaulieu          | Karl Jackson            |
| Daryl Boucher             | Charles Kelley          |
| Daniel Boyd               | Benjamin Marquis        |
| Ryan Bushey               | Brandy Martin           |
| Daniel Butts              | Rebecca Maynard         |
| Catherine A. Chapman      | Brian McDougal          |
| Dwight Clayton            | Eileen R. McDougal      |
| Tom & Betty (Kent) Conant | Nicola McNally          |
| John Corrigan             | Jacqueline Nadeau       |
| Lisa Corrigan             | Rick & Kellie Ouellette |
| Shelli Cronkhite          | Tammy Putnam            |
| Mr. & Mrs. Adrian Cyr     | Thomas Richard          |
| Richard Duplessis         | George & Vicki Smith    |
| Dennis Dyer               | Norma Smith             |
| Kimberly Ferguson         | Robert Smith            |
| Gail Gagnon               | Alan St. Peter          |
| Peter Goheen              | Gregory L. Thompson     |
| Karen Gonya               | David Wyman             |

**Benefactor's Club (\$100 - \$499)**

- |                           |                             |
|---------------------------|-----------------------------|
| Anonymous (4)             | Barry Ingraham              |
| Leah Buck                 | Michael H. & Kristen Kelley |
| Aaron Carlson             | Larry LaPlante              |
| Tom & Betty (Kent) Conant | Jon & Sue McLaughlin        |
| Bonnie Cowett             | L. Roy & Marjolaine Michaud |
| Bill Egeler               | Tammy Nelson                |
| Sonja & Dan Fongemie      | Jason Parent                |
| Jennifer Goodale          | Alan Panches                |
| John & Jennifer Hackett   | Roger J. Roy                |
| Dan Hotham                | Robert White                |

**Cornerstone Club  
(\$500 - \$999)**

- Gary & Martha Cleaves  
Timothy & Mary Crowley  
Richard & Carole Engels  
Carl & Paula Flora  
Ray & Sandy Gauvin  
Durward & Lillian Huffman  
Michael J., Peggy, Michael H., & Mark  
Kelley  
Duane Walton

**President's Club  
(\$1,000 - \$4,999)**

- Charles Eber  
G. Melvin & Phyllis Hovey  
David & Sara Raymond

**Pacesetter's Club  
(\$5,000 - \$9,999)**

- Bob & Karen (Campbell) Sawyer

**New Century Club  
(\$10,000 or more)**

- Phyllis Dake  
Mrs. Audrey Thibodeau and the late  
Larry Thibodeau



## Corporate Donors (July 1, 2005 ~ June 30, 2006)

### Friends of the Foundation (\$1 - \$99)

Beta Sigma Phi, Laureate Epsilon Chapter  
County Financial Services, Inc.  
Maine Power Chuters Association  
NH Bragg, & Sons

### Benefactor's Club (\$100 - \$499)

A&L Construction, Inc.  
Altria Group, Inc.  
Aroostook County Chapter, Maine Harley Owners Group  
Cary Medical Center  
Chester M. Kearney  
Columbia Forest Products  
Cyr Construction Company  
Daigle Oil Company  
Graves Supermarket  
Harry's Motor Sports  
Huber Engineered Woods LLC  
IBM Matching Grants Program  
Louisiana Pacific Corporation  
McCain Foods USA  
Northern Maine Development Commission  
Northern Maine Medical Center  
St. Mark's Parish & Missions  
Star City Sanitation  
S.W. Collins Company  
The Aroostook Medical Center  
Winnie's Restaurant & Dairy Bar  
WSC, Inc. dba Hillside, Mars Hill, & Star City IGA

### Cornerstone Club (\$500 - \$999)

TD Banknorth, NA  
Dead River Company  
FA Peabody Company  
Hayden Perry Insurance Agency  
Hoffses Auto Sales/U-Save Auto Rental  
Maine Bank & Trust  
Patriot Mutual Insurance Company  
WBRC Architects • Engineers

### President's Club (\$1,000 - \$4,999)

Aroostook Beverage Company  
Coca Cola Bottling Company  
MMG Insurance Company  
Maine Chapter, American Public Works Association  
Quigley Building Supply  
Tempo Employment Services

### Pacesetter's Club (\$5,000 - \$9,999)

Sodexho, Inc. & Affiliates  
Sturdivant Island Tuna Tournament Foundation

### New Century Club (\$10,000 or more)

Treasurer, State of Maine\*

*\* This was the transfer of Carl & Lillian Rasmussen scholarship funds from the State of Maine to the Foundation.*

## A Look at Two Foundation Scholarship Recipients...



### Kristina Kenneson

is a senior in the college's Accounting Information Systems and is also working to complete a second degree in Business Administration. Kristina was the recipient of a Foundation general scholarship last spring.

A graduate of Presque Isle High School, Kristina had begun her college education elsewhere, but was struggling with what she wanted to do. "I was looking for a change and had heard good things about NMCC, so I decided to try it myself," said Kristina.

"For me, scholarships are so important, because they help to keep the focus off the amount of money that I will owe later, and let me focus on getting my schooling done now. I work hard in school, and when I can be honored for that by receiving a scholarship, it makes me feel proud of what I've done."

After graduation, Kristina plans to work in the accounting/business field and would also like to continue her education, working to complete a bachelor's degree.



### Chris Crawford

is a senior in the College's Plumbing and Heating program. He was awarded the Paris J. Snow Scholarship last fall.

A non-traditional student, Chris lives in Mars Hill with his wife and 19-month old daughter.

"I'm a little behind in life, because I've had some complications to work through," explained Chris. He is working hard to not only learn a trade, but to make up for some missed opportunities in high school, according to the 35-year old.

"This scholarship has helped me with a lot of different expenses....from paying for gas to commute, helping me pay for heating oil and helping me buy books. The scholarship has also given me a great sense of accomplishment. It's like a recognition that I'm working hard to change my life."

While Chris plans to go to work for a plumber or contractor after graduation, he hopes to someday own his own business.

## Memorial Gifts

*Many times family members or friends choose to make a gift in memory or in honor of a loved one. Most often gifts are made when someone passes away, but they can also be made in remembrance on an annual basis. This is a special way of creating a lasting memorial. Special thanks to all who chose this special way of remembering the following individuals:*

Megan Bradstreet  
John W. Corrigan  
Larry Cowett  
Mitchell Cyr

Armand Duplessis  
Belinda Sewell Page  
Linwood Raymond

## New Scholarships

*The following scholarships became endowed this fiscal year.*

### G. Melvin & Phyllis J. Hovey Scholarship

Mr. and Mrs. Hovey began building this scholarship in 2000. During the 2005-2006 fiscal year, they donated the funds necessary to bring their scholarship to the necessary endowment level. This scholarship will soon be able to be awarded to an Aroostook County resident to help with his or her education.

### Larry Cowett Memorial Scholarship

This scholarship was started in August 2004 in memory of Larry Cowett by his family, friends and business associates. Larry was a graduate of Presque Isle High School and worked in the family business of automotive repair. In the last ten years of his career, he concentrated on building race car engines and had customers all over the United States and Canada. Larry was a firm believer in education. "Larry was a strong advocate of the automotive field and he would have enjoyed seeing a scholarship benefit someone pursuing an education in the profession he loved," according to his wife, Bonnie. Larry and his wife were proud that their daughters have pursued higher education.



### Larry and Audrey Thibodeau Scholarship

The NMCC foundation recently received a generous gift to establish the Larry and Audrey Thibodeau Scholarship. For years to come, this scholarship, which was created through the *Campaign for the County's College* (the new major gifts campaign being undertaken by the Foundation and the College), will help ensure affordable access to education for those who seek an opportunity to build a career in Aroostook County.

*For specific criteria on these newly established scholarships, see their listing under Endowed Scholarships/Funds.*

## Endowed Scholarships/Funds

*The following are the scholarships and funds which are currently available through the Northern Maine Community College Foundation. To learn more about named scholarship opportunities, contact the Foundation office at 760-1188.*

**Advantage Payroll/Gauvin Scholarship** – Awarded each semester to full-time non-traditional students who are Aroostook County residents in good academic standing with demonstrated financial need, this scholarship was established by Ray & Sandy Gauvin and Advantage Payroll.

**Robert Blackmore Scholarship** – This scholarship was created for students in the business technology department by NMCC employees and alumni in honor of Robert Blackmore, a former Computer Information Systems instructor at NMCC.

**Bustard/Carlson Scholarship** – Open to all students, with selection based on financial need and academic merit, this scholarship was started by the Bustard and Carlson families.

**Caribou Rotary Scholarship** – Created by the Caribou Rotary Club, this scholarship is awarded to Caribou High School graduates who are attending NMCC. The award is need based and goes to an individual who shows significant promise.

**Carson/Clark Nursing Scholarship** – Created for students in the nursing and allied health department by NMCC employees and alumni, this scholarship honors Margaret Carson and Betty Clark, two former long-time chairs of that department.

**Central Aroostook EMS Scholarship Fund** – This fund was established to provide assistance to individuals enrolled in NMCC's Emergency Medical Services program who reside in Blaine, Mars Hill, Bridgewater, E. Plantation or Monticello.

**Larry Cowett Memorial Scholarship** – This scholarship will be awarded to a second year student enrolled in an automotive program, with preference given to students in Automotive Body Repair. Preference will also be given to students who are Presque Isle residents or graduates of Presque Isle High School.

**Mitch Cyr Memorial Scholarship** – Awarded in memory of Mitchell P. Cyr, this scholarship is for a traditional student who is an Aroostook County resident, with preference given to Presque Isle High School graduates. The scholarship is based on both financial need and satisfactory academic standing with a demonstrated desire to learn and succeed.

**DAV/Ralph Weeks Scholarship Fund** – This fund was established by the Smart Ricker Chapter of the Disabled American Veterans for a full-time student who is a spouse or a child of a DAV from the central Aroostook area.

**Dirigo FFA/Nutrite Scholarship** – Established through a donation from the Dirigo FFA Foundation, Inc., the scholarship is for NMCC students who are Aroostook County residents and are either a former FFA student or a student from a farm family enrolled in the Business Administration program.

**Francis E. Dorsey Scholarship** – This scholarship was established by Geraldine Dorsey in memory of her late husband, Francis. It is awarded annually to a woman enrolled in a trade program at the college.

**Lloyd Duncan Scholarship** – Awarded to a student for their second year in an electrical/electronics program, this scholarship was established in 1996 by Thelma Swain and named after a former instructor at the college.

**Mary Maxine Eber Scholarship** – Named in memory of his late wife, Charles Eber established this scholarship to help a student enrolled at NMCC achieve his or her educational goals.

**E. Perrin Edmunds Memorial Scholarship** – This scholarship was established by Phyllis Dake in memory of her brother, a state legislator from Fort Fairfield who played a key role in obtaining the funding to establish the college. It is awarded to a student from Aroostook County who is in good academic standing and shows financial need.

**General Endowed Scholarship** – A number of "general" scholarships are given to students each year based on academic performance and financial need. These are made possible through the interest earned on all endowed donations that are not designated for a dedicated scholarship.

**G. Melvin & Phyllis J. Hovey Scholarship** – This newly endowed scholarship will be awarded to an NMCC student from Aroostook County, taking into account degree of interest in a college education, potential for making a contribution to college life and to society, and indication of high moral character.

**Durward & Lillian Huffman Scholarship** – Honoring a long-time NMCC president, this scholarship was established through donations from employees and other college friends when Dr. Huffman retired. Preference is given to students with a minimum grade point average of 3.5 who are involved in campus activities.

**Larry A. Langille Memorial Scholarship** – Established by members of the Langille family, this scholarship is awarded to a full-time student, preferably in the computer-aided drafting program.



**Governor James B. Longley Scholarship Fund** - This fund is supported by the Governor James B. Longley Scholarship Foundation for two scholarships annually. The intent is to provide support to the same student for each of the two years of the student's enrollment at NMCC.

**Maine Better Transportation Association Snow Scholarship Fund** - The NMCC Foundation receives \$1,000 annually to award a single scholarship or two scholarships to a Maine resident in the transportation field who has demonstrated financial need.

**Maine Chapter, American Public Works Association Scholarship** - The NMCC Foundation holds the assets of this scholarship that rotates among several Maine Community Colleges. Students enrolled in an automotive/mechanical or civil engineering technology program with satisfactory academic progress and demonstrated financial need are eligible.

**Maine Potato Board Scholarship** - Funded through a potato tax fund grant, the scholarship is for students enrolled in the business administration program who are Maine residents in good academic standing and involved in school and/or community activities.

**Maine Public Service Scholarship** - This scholarship was funded by donations from Maine Public Service Company. It is intended for a full-time student from Aroostook County with significant promise who is pursuing a vocation useful in a career with Maine Public Service Company.

**Philip Parker Memorial Scholarship** - The scholarship in memory of Presque Isle resident, Philip Parker, is intended for a full time student pursuing a degree in an electronics program. Preference is given to a student studying computer electronics.

**Phi Theta Kappa Scholarship** - This scholarship was funded by NMCC students involved in the campus chapter of Phi Theta Kappa, the international honor society for students in two year colleges, and it is intended for PTK members.

**Christopher P. Powers Scholarship** - Established in memory of Christopher Powers, this scholarship is for a full-time student pursuing a degree at NMCC with demonstrated financial need.

**Presque Isle Rotary Club Scholarship** - Funded by the Presque Isle Rotary Club, this scholarship is intended for full-time students who are graduates of Presque Isle High School and who have demonstrated financial need.

**Carl & Lillian Rasmussen Scholarship** - This memorial scholarship is for a student in the nursing program at NMCC who has a demonstrated dedication to school and/or community service.

**Linwood Raymond Memorial Scholarship** - Established by the Raymond family, this scholarship is intended for a second-year student in the liberal studies program at NMCC and is based on financial need.

**George W. Scott/Maine Mutual Scholarship** - This scholarship was established through donations from MMG Insurance and is intended for a student enrolled in the business technology department with satisfactory academic standing.

**Paris J. Snow Scholarship** - Established by Willetta "Billy" Snow (a Foundation board member and long-time supporter of the college) in memory of her husband, this scholarship is for a full-time student who is an Aroostook County resident, shows significant promise and has demonstrated financial need. Pat Snow was an active and enthusiastic supporter of vocational technical education in the State of Maine, particularly at NMCC. He was one of the three original incorporators of the Foundation and served as its first president.

**Ian R. Sutherland Memorial Scholarship** - Established in part by numerous gifts from friends of the Sutherlands in the weeks after Ian's accident, funding for the scholarship was then completed by the Sutherland family. The scholarship is intended to provide support to students who share some of Ian's interests and goals, and it is awarded to a first year student in the diesel hydraulics program.

**Thelma C. Swain Scholarship** - The scholarship is for students enrolled in a program which has an impact upon Aroostook County, with preference given to those enrolled in the nursing program. Ms. Swain has been a fan of Maine's Community Colleges since the 1950's when her late husband, Vernon, hired his first employee in his electrical engineering consulting business. Ms. Swain has endowed a scholarship at each of the seven colleges of the Maine Community College System.

**TAMC/Marge Haines Memorial Scholarship** - This scholarship, funded by a group of nursing professionals and TAMC's medical staff and board of directors, is in memory of Marge Haines, a nurse at TAMC for many years. Eligible students must be enrolled in the nursing program at NMCC with a minimum 3.25 grade point average and have plans to practice in Aroostook County upon graduation.

**Larry & Audrey Thibodeau Scholarship** - This newly endowed scholarship, established by Audrey and the late Larry Thibodeau, is to provide educational assistance to Aroostook County residents who are seeking education and training in a medical-related field.

**Richard West Scholarship** - This scholarship was started by college employees and alumni to honor Dick West, department chair of the trades department at NMCC for 25 years, when he retired in 2000. This scholarship is intended for a student pursuing an education in the trades department.

The Foundation exists for the sole purpose of providing support for programs and activities which enhance the quality of education and expand the educational opportunities for students enrolled at Northern Maine Community College.

For more information on establishing memorial gifts, planned giving, estate distribution, or other giving options, please contact the Foundation at 760-1188.

The Northern Maine Community College Foundation is a charitable corporation organized under the laws of the State of Maine with tax-exempt status under Section 501(c)3 of the Internal Revenue Code of the United States. The Foundation is legally and fiscally separate from the College. Contributions to the Foundation are tax deductible to the extent allowed by law.

For gifts of securities, bequests or pledges over time, please call the Northern Maine Community College Foundation at (207) 760-1188.

**NMCC Foundation Gift Pledge Form**

Yes, I would like to support the work of the NMCC Foundation in the amount of \$ \_\_\_\_\_.

Name(s) \_\_\_\_\_

*Please print as it should appear in our Annual Report.*

*Mailing Address*

*City/State/Zip*

Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Anonymous Gift

In Memory of: \_\_\_\_\_

In Honor of: \_\_\_\_\_

Method of Payment

Check  Mastercard

Visa  Discover

Card Number: \_\_\_\_\_

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

*Signature*



## NMCC Foundation

## Board of Directors

2005  
~  
2006



J. Nick Bayne, *former President/CEO*  
Maine & Maritimes Corp.  
Presque Isle



Fred Bustard, *Retired*  
Scarborough, ME



Robert Clark, *Executive Director*  
Northern Maine Development  
Commission - Caribou



Gary Cleaves, *General Manager*  
Maine Military Authority  
Limestone



Timothy Crowley, *President*  
Northern Maine Community College  
Presque Isle



Lois Dickson, *Owner*  
Tempo Employment Service  
Presque Isle



*Photo  
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Available*

Charles Eber, *Retired*  
Presque Isle, ME



Richard Engels, *Attorney*  
Stevens, Engels & Bishop  
Presque Isle



Raynold Gauvin, *Retired*  
Mapleton, ME



Sandra Gauvin, *Retired*  
Mapleton, ME



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Not  
Available*

Peter Hunt, *Owner*  
Harry's Honda & Mitsubishi  
Presque Isle



Michael Kelley, *Executive Vice President*  
TD Banknorth  
Presque Isle



Larry LaPlante, *Finance Director*  
Northern Maine Community College  
Presque Isle



Edwin Nickerson, *Dir. of Business Develop.*  
Loring Development Authority  
Limestone



David Raymond, *Humanities Instructor*  
Northern Maine Community College  
Presque Isle



Roger Roy, *Executive Vice President*  
Maine Mutual Group  
Presque Isle



Bruce Sandstrom, *Senior V.P. Finance*  
The Aroostook Medical Center  
Presque Isle



Connie Sandstrom, *Executive Director*  
Aroostook County Action Program  
Presque Isle



Vicki Smith, *Vice President, Marketing*  
Katahdin Trust Company  
Houlton



*Photo  
Not  
Available*

Willetta Snow, *Retired*  
Enfield, CT



Terry Wade, *Plant Manager*  
Smith & Wesson  
Houlton



*Photo  
Not  
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Burpee Wagner, *Retired*  
Perth-Andover, NB



Robert White, *Trade Instructor*  
Northern Maine Community College  
Presque Isle

Northern Maine Community  
College Foundation  
33 Edgemont Drive  
Presque Isle, Maine 04769  
(207) 760-1188

*Providing support for  
programs and students  
at Northern Maine  
Community College.*

**Appendix P**

**Campus Communication  
Committee Membership**

Frank Boone	Staff, Purchasing
Phillip Brown	Business Manager
Dan Butts	Assistant Dean of Instruction
Joyce Campbell*	Staff, Administrative Secretary
Gayle Dickinson	Staff, Continuing Education/ Coordinator of Facilities
Kimberly Ferguson	Staff, Library
Karen Gonya	College Relations Assistant
Betsy Harris	Registrar
Barry Ingraham	Director of Physical Plant and Technology
Carol McCleary	Staff, Business Office
Jackie Nadeau	Supervisor, Grounds and Buildings
Alan Panches (Ex Officio)	Vice President and Academic Dean

## **Appendix Q**

### **Campus Marketing Committee Membership**

Wendy Bradstreet	Staff, Accountant
Leah Buck	Assistant Dean of Continuing Education
William Casavant	Director of Admissions
Pamela Crawford	Instructor-Business Department
Kim Esquibel	Instructor-Nursing and Allied Health Department
Karen Gonya	College Relations Assistant
Lori Googins	Instructor-Arts and Humanities & Athletic Director
Kerry Gordon	Assistant Director of Admissions
Joseph McLaughlin	Instructor-Trade and Technical Department
Jason Parent	Director of Development and College Relations
Tom Richard	Director of Residential Life