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Program Evaluation Report, 2017

Maine Community College System

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Program Evaluation Report

Submitted to:

Joint Standing Committee on Education and Cultural Affairs

128th Maine Legislature

In accordance with the Government Evaluation Act

3 MRSA §956

November 1, 2017

This report, submitted by the Maine Community College System, is in response to the Government Evaluation Act Requirements (MRSA Title 3, Chapter 35) outlined below:

1. Report required. Each agency and independent agency shall prepare and submit to the Legislature, through the committee of jurisdiction, a program evaluation report by a date specified by the committee. (date specified – November 1st, 2017)

2. Program evaluation report; contents. Each report must include the following information in a concise but complete manner:

A. Enabling or authorizing law or other relevant mandate, including any federal mandates;

B. A description of each program administered by the agency or independent agency, including the following for each program:

(1) Established priorities, including the goals and objectives in meeting each priority;

(2) Performance measures or other benchmarks used by the agency to measure its progress in achieving the goals and objectives; and

(3) An assessment by the agency indicating the extent to which it has met the goals and objectives, using the performance measures. When an agency has not met its goals and objectives, the agency shall identify the reasons for not meeting them and the corrective measures the agency has taken to meet the goals and objectives;

C. Organizational structure, including a position count, a job classification and an organizational flow chart indicating lines of responsibility;

D. (there is no D)

E. Financial summary, including sources of funding by program and the amounts allocated or appropriated and expended over the past 10 years;

F. (there is no F)

G. Identification of those areas where an agency has coordinated its efforts with other state and federal agencies in achieving program objectives and other areas in which an agency could establish cooperative arrangements, including, but not limited to, cooperative arrangements to coordinate services and eliminate redundant requirements;

H. Identification of the constituencies served by the agency or program, noting any changes or projected changes;

I. A summary of efforts by an agency or program regarding the use of alternative delivery systems, including privatization, in meeting its goals and objectives;

J. Identification of emerging issues for the agency or program in the coming years;

K. Any other information specifically requested by the committee of jurisdiction;

L. A comparison of any related federal laws and regulations to the state laws governing the agency or program and the rules implemented by the agency or program;

M. Agency policies for collecting, managing and using personal information over the Internet and nonelectronically, information on the agency's implementation of information technologies and an evaluation of the agency's adherence to the fair information practice principles of notice, choice, access, integrity and enforcement;

N. A list of reports, applications and other similar paperwork required to be filed with the agency by the public. The list must include:

- (1) The statutory authority for each filing requirement;
- (2) The date each filing requirement was adopted or last amended by the agency;
- (3) The frequency that filing is required;
- (4) The number of filings received annually for the last 2 years and the number anticipated to be received annually for the next 2 years; and
- (5) A description of the actions taken or contemplated by the agency to reduce filing requirements and paperwork duplication;

O. A list of reports required by the Legislature to be prepared or submitted by the agency or independent agency;

P. A copy of the single-page list of organizational units and programs within each organizational unit required pursuant to section 955, subsection 1, placed at the front of the report; and

Q. Identification of provisions contained in the agency's or independent agency's enabling or authorizing statutes that may require legislative review to determine the necessity of amendment to align the statutes with federal law, other state law or decisions of the United States Supreme Court or the Supreme Judicial Court.

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Appendix H: MCCS Procedure 203: Computer and Network Use

Appendix I: MCCS Procedure 204: Freedom of Access Act Compliance

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Appendix K: Legislative Reports Required of MCCS

Organizational Units and Programs of the Maine Community College System

The Maine Community College System (MCCS or “System”) is comprised of seven colleges, nine campuses, and six off-campus centers that are located within 25 miles of over 90% of Maine’s population. The colleges offer one-year certificate and two-year associate degree programs that are designed to lead to direct employment or transfer to a four-year degree. The colleges serve some 30,000 Maine people each year through their academic programs, customized training for Maine businesses and industries, and continuing education divisions.

The System is composed of seven colleges:

Central Maine Community College

Auburn (CMCC)

Eastern Maine Community College

Bangor (EMCC)

Kennebec Valley Community College

Fairfield and Hinckley (KVCC)

Northern Maine Community College

Presque Isle (NMCC)

Southern Maine Community College

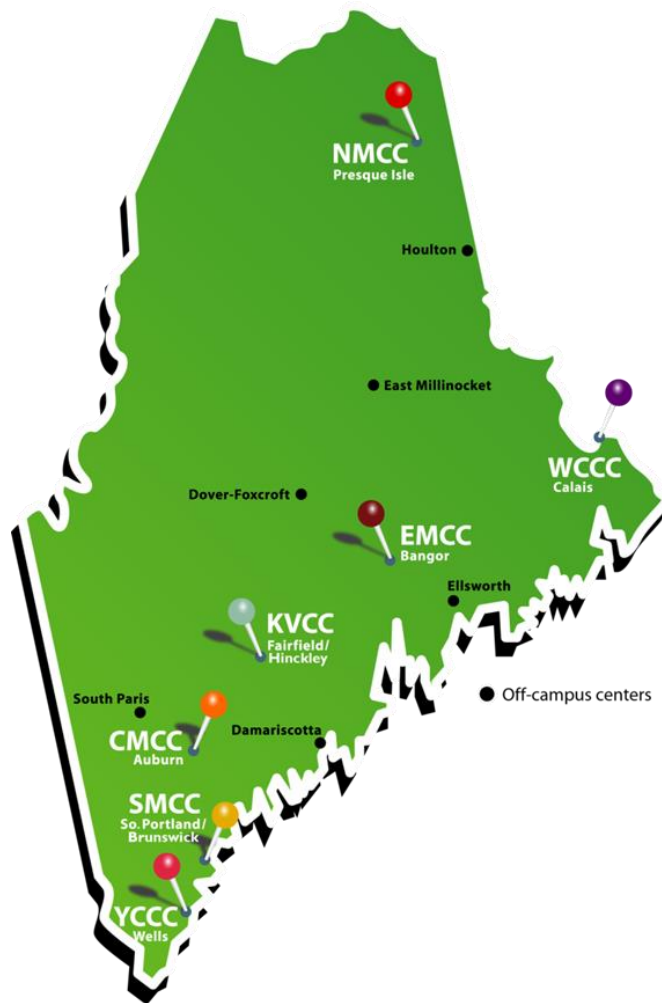
South Portland and Brunswick (SMCC)

Washington County Community College

Calais (WCCC)

York County Community College

Wells (YCCC)



Off-campus centers are located in East Millinocket, Ellsworth, South Paris, Damariscotta, Houlton, and Dover-Foxcroft.

The System’s central office, located in Augusta, Maine, was established by legislation to provide statewide coordination and leadership to the seven colleges.

2A. Enabling Law

The Maine Community College System is established in 20-A, MRSA §12701 - §12722. The System's governing statute is found primarily within Title 20-A of the Maine Revised Statutes which includes the following description of the System's governing mission and goals:

The basic mission of the Maine Community College System is to provide associate degree, diploma and certificate programs directed at the educational, career and technical needs of the state's citizens and the workforce needs of the state's employers.

The primary goals of postsecondary career and technical education and the Maine Community College System are to create an educated, skilled and adaptable labor force that is responsive to the changing needs of the economy of the state and to promote local, regional and statewide economic development. (20-A MRSA §12703)

2B. Program Descriptions

As noted above, the primary goals of the Maine Community College System are to create an educated, skilled and adaptable labor force that is responsive to the changing needs of the economy of the state and to promote local, regional and statewide economic development.

Each of the System's three major program areas is focused on these goals and contributes in significant ways to ensuring an educated, skilled and adaptable labor force for the state.

Although the System's work can be divided into these three general program areas, the programs work in increasingly close collaboration with one another, creating educational pathways that are designed to provide Maine people and Maine employers with the skills they need to compete and prosper.

Maine's Community Colleges

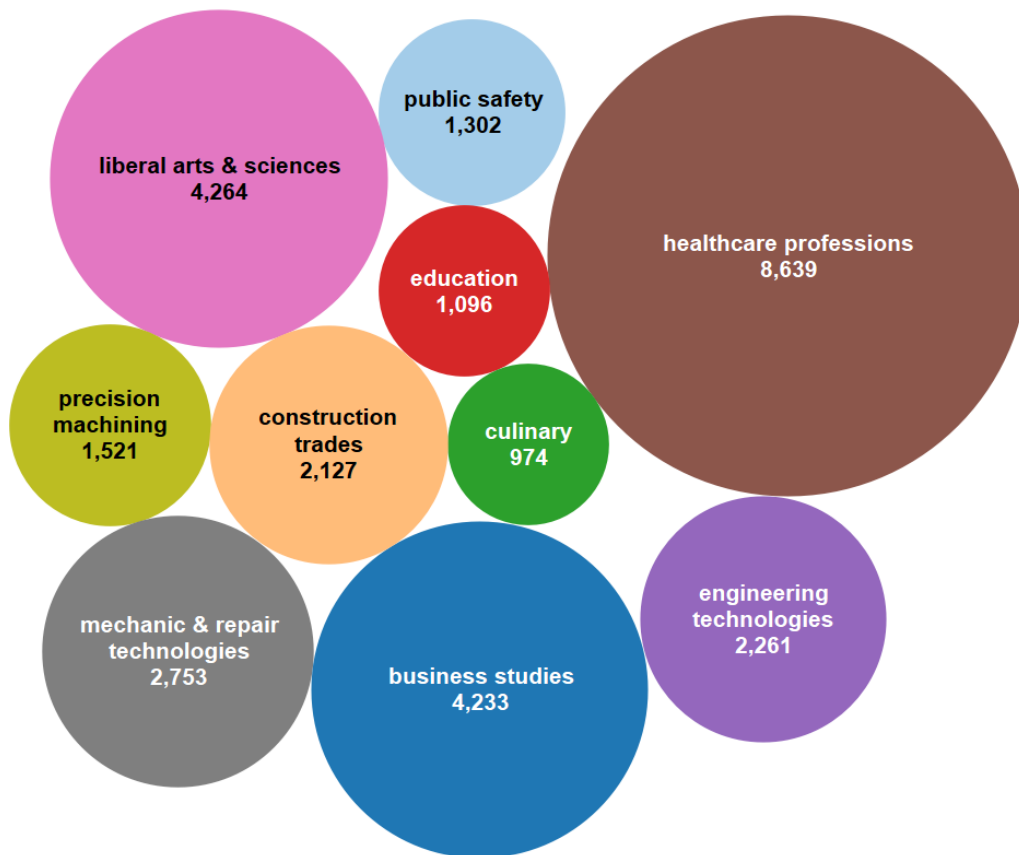
Creating an educated, skilled and adaptable labor force that is responsive to the changing needs of Maine's economy.

Program Area I: Educational Programs that Award Degrees and Certificates

Maine's seven community colleges offer nearly 300 program options leading to one-year certificates and two-year associate degrees. Credentials are awarded in the following program areas: health care; automotive and mechanical; business; computers, graphics, and multimedia; construction; education and early childhood; electrical and electronics; engineering technology; HVAC and energy; culinary arts, hospitality and tourism; natural resources; machining and manufacturing; public safety; and arts and sciences. A list of all program options is included in Appendix A.

Seventy-five percent of the programs offered by MCCS are the only ones of their kind in the state, and they are continually reviewed to ensure their relevance and responsiveness. In just the past two years, 75 MCCS program options have been modified, added, or discontinued to better align the colleges' programs and services with the evolving needs of Maine employers.

Over the past 14 years, the colleges have awarded nearly 33,000 college credentials. With over 92% of employed graduates working in Maine, these skilled workers form the bedrock of the Maine economy. The top ten areas of study of these graduates include:



Priorities, goals, objectives

The key priority of MCCS educational programs that award degrees and certificates is to provide both students and Maine employers with the education and skills they need to thrive in and contribute to the state's economy.

Guided by its 2015-2020 Strategic Plan (Appendix B), the MCCS has clear goals and objectives that are focused on this priority, with special attention to student success, workforce development, graduate placement; and affordability.

As the strategic plan makes clear, student success in the colleges' educational programs is of primary importance to ensuring a highly skilled and adaptable labor force for Maine. To underscore its commitment to this work,

MCCS applied for and received a major grant to participate in the Achieving the Dream network, a national initiative that aims to help more Americans achieve success in higher education. Awarded in 2016, the three-year, \$810,000 grant from the Kresge Foundation is enabling the colleges to work one-on-one with national experts, using evidence-based approaches to improving student outcomes. The grant award builds on the strategic focus on student success that has guided the MCCS in recent years.

MCCS is proud to have been awarded this grant and to have earned the trust of The Kresge Foundation which, in announcing the grant, noted: "Maine is poised to become a national leader in demonstrating how low-income, first generation and under-represented students can succeed in college. This award is a testament to the collaborative approach that Maine's community colleges are taking to improve student outcomes, and it recognizes the promising work already underway across the Maine Community College System."

Performance measures

The MCCS 2015-2020 Strategic Plan (Appendix B) lays out clear objectives and measures for achieving the System's priority goals.

In addition, the colleges have all met the nine Standards for Accreditation established by the New England Association of Schools and Colleges Commission on Higher Education (NEASC). As part of the accreditation process, the Commission expects each college to work continuously to

"Maine is poised to become a national leader in demonstrating how low-income, first generation and under-represented students can succeed in college."

*--The Kresge Foundation,
2016*

improve its quality and increase its effectiveness. Its evaluative processes are designed to encourage such improvement.

NEASC standards lay out expectations for each institution and for measuring how well it meets those expectation in areas that include organization and governance; academic programming; teaching, learning, and student supports; institutional resources; communications; and overall educational effectiveness.

As part of this process the MCCC and its colleges measure their effectiveness through the annual collection and analysis of student outcome data, including course completions, fall-to-fall and fall-to-spring retention, and program completion; and through a system-wide, learning outcome assessment process that uses direct and indirect measures to determine if students are learning what is being taught and that what is being taught is appropriate and relevant.

Success in meeting goals and objectives

The FY16 Strategic Plan report included in Appendix C details MCCC success in meeting its goals and objectives.

In addition, all seven of Maine's community colleges continue to be in compliance with the accreditation standards of NEASC's Commission on Institutions of Higher Education. The colleges have now begun preparing for their ten-year accreditation review. Four will be reviewed in spring of 2018 (CMCC, KVCC, NMCC, SMCC) and have begun work on their self-studies. The other three colleges (EMCC, WCCC, YCCC) will undergo their reviews in spring of 2019.

Program Area II: Access Initiatives

Offering occupational and technical programs of study that are responsive to the needs of Maine business and industry and improving the outcomes of current community college students enrolled in these programs are critical to building a strong Maine workforce. But as the number of high school graduates in the state continues to decline and the state's population ages, MCCC must also be concerned with providing pathways to higher education for more Maine people. In response, the System has developed a number of strategic initiatives that are focused on expanding educational access across the state.

Priorities, Goals, and Objectives

MCCC access initiatives have been developed around three key priorities: raising aspirations and providing a clear pathway to college for Maine high school students, increasing access to

higher education in underserved rural areas of the state, and connecting adults—unemployed, underemployed, and incumbent workers—with additional education and training.

A. High School to College

Over 2,900 Maine high school students are currently taking college courses at Maine’s community colleges, gaining college credit, saving time and money on their college education, and gaining the confidence and experience they need to be successful once enrolled in college. The vast majority of these students are connected to the community colleges through one of the following programs:

Early College for ME (ECforME) is designed to increase Maine’s college-going and college-completion rates by supporting Maine students as they transition from high school to college. Each year, the program works with some 1,800 students in 80 Maine high schools. Its mission: to encourage and empower Maine students who need additional support as they transition from high school to college and to connect them to the academic, personal, and financial resources they need for success in and beyond community college. Many of the program’s participants are eligible to take a free college class as a high school senior and may receive a scholarship of up to \$2,000 to a Maine community college. Since its inception, the program has served nearly 10,000 Maine high school students. ECforME scholarship recipients are more likely to persist in college and graduate on time than their peers.

On Course for College provides high school juniors and seniors with the opportunity to enroll in college courses at a Maine community college, at little or no cost. These dual and concurrent enrollment courses are offered on campus, at local outreach centers, online, or at area high schools. Each year about one quarter of the Maine high school students who enroll in community college courses do so through On Course for College.

Future for ME: funded in part by a grant to The Foundation for Maine’s Community Colleges by the Wildflower Fund, Future for ME has provided high school seniors interested in a career in precision machining (PM) with a direct pathway from their high school or CTE (Career and Technical Education schools) to PM certificate and degree programs at CMCC and YCCC in Wells. Participants receive scholarship money to completely cover tuition for courses, fees, books, and required safety equipment for a one-year certificate in precision machining. To date, over 40 students have participated in the program and have persisted in their coursework at rates well above average. In the first cohort, 11 of the 12 students completed the one-year certificate in precision machining and then opted to continue their studies in order to complete an associate degree.

In addition to these MCCS funded and administered programs, the colleges work in partnership with other access programs across the state, including the Maine Department of Labor's **Aspirations Program** which funds Maine high school students' dual and concurrent enrollment in community college courses, **The Bridge Year** (EMCC) which provides an accelerated pathway to an associate degree, beginning in high school; and **Jobs for Maine's Graduates**, which provides on-campus advising and support services to JMG graduates enrolled at four of the colleges (EMCC, KVCC, SMCC, and WCCC).

B. Rural Access

Bring College to ME (BCTM) was launched in the fall of 2008 as part of the System's Rural Initiative to expand and strengthen educational access in underserved areas of the state. It was designed to deliver targeted occupational degree programs—on an intermittent basis—to rural Maine and was initially funded through a combination of philanthropic gifts and MCCS funds.

Between 2008 and 2011 BCTM delivered nine new health care programs to rural areas of the state. Nearly 250 students from more than 90 rural communities enrolled in BCTM programs in nursing, medical assisting, health information technology, paramedicine, and emergency medical services. The average age of participants was 33. Of the 130 students who enrolled in BCTM in the fall of 2008, 55% had completed their program of study within two years. More recently, state appropriations have funded additional BCTM programs serving more than 125 students in health care, welding/metal fabrication, business, early childhood education, and computing.

Off-campus centers: To expand access to those Mainers who do not live within close proximity to a community college campus, the System has established off-campus centers in East Millinocket, Ellsworth, South Paris, Damariscotta, Houlton, and Dover-Foxcroft. Four of those centers (in East Millinocket, Ellsworth, South Paris, and Houlton) are co-located with the University of Maine System's University College Outreach Centers, allowing students served by the centers to complete and continue coursework and degrees close to home.

New campuses: The decommissioning of the Brunswick Naval Air Station in 2011 enabled SMCC to expand access to higher education throughout the midcoast region, at the time, the only population center in Maine without a public institution of higher learning. This fall, over 550 students are enrolled at the college's new **Midcoast Campus** which offers degree programs in pre-engineering, nursing, and other high-demand areas. Seventy students are living in the Orion Residence Hall on the campus which is

also home to the college's Maine Fire Service Institute which trains firefighters from every corner of Maine

Located at the former Goodwill Hinckley School in Hinckley, the new 600-acre **Harold Alfond Campus** at KVCC has enabled the college to serve a wider geographic area and launch new programs in a number of occupational areas, among them sustainable agriculture, culinary arts, and sustainable construction. This fall, some 788 students are enrolled in degree and certificate programs at the college's Alfond Campus.

C. Working age adults

Maine has the lowest degree attainment rate in New England and the lowest per capita income. Only 39% of adults have an associate degree or higher. This poses enormous challenges to the state at a time when researchers predict that, by 2020, 66% of all Maine jobs will require post-secondary education. Without a more highly skilled workforce, Maine's economy will be unable to compete for jobs that sustain its families and communities.

MCCS is working to increase the state's degree attainment rate through the strategies detailed above and by working to meet the needs of working age adults, some who face unique challenges in reconnecting to education and training. The following examples help illustrate this work:

Some College, No Degree. Begun in 2011, Accelerate ME (AME) was a two-year pilot program at Central Maine Community College, Southern Maine Community College, and York County Community College and was designed to enable Maine adults who had previously earned 30 or more college credits to complete an associate degree within 12 months of enrolling in the program. Funded with philanthropic support, the pilot program covered the cost of tuition, mandatory fees, and books. The program also provided program participants access to AME staff ("navigators") who provided one-on-one academic advising.

Of the 257 students who participated, 202 (79%) graduated on time or one term late, a result the program's external evaluator described as "stellar".

Although the full cost of AME prohibits MCCS from scaling it beyond the pilot program, several of its component parts have proved highly replicable and were judged by participants to have contributed in important ways to their ability to complete their degree. Perhaps the most important lesson of the pilot was the very significant value of student navigators who provide students with academic support and personal guidance

throughout their program of study. As a result, navigators have now become central to all of the colleges' student support efforts.

Building pathways for displaced workers and those who are unemployed or underemployed. A \$13 million grant from the U.S. Department of Labor awarded in 2013 provided multiple entry points to higher education to support the diverse needs of workers eligible for Trade Adjustment Assistance, veterans, and other unemployed and underemployed workers. The initiative, known as *Maine is IT!*, enabled the community colleges to dramatically expand the courses and programs they offer in Information Technology (IT) to meet the growing need for skilled information technology workers across the state and across many industries. Over the three years of the grant, nearly 1,700 participants were served and the colleges created or strengthened dozens of IT programs leading to industry-recognized certifications, one-year certificates, and two-year associate degrees.

The initiative also enabled the colleges to add sophisticated new learning technologies and to strengthen and expand their system of prior learning assessment so that incumbent workers and others are now better able to earn college credit for relevant life and work experiences.

New delivery models for targeted adult populations. To meet the workforce needs of Maine employers and address the educational needs of targeted adult populations, MCCS has piloted a number of new delivery models. At SMCC, a gift from the John T. Gorman Foundation to The Foundation for Maine's Community Colleges has supported ESOL-to-EMT. The program is designed to train Emergency Medical Technicians (EMTs) who speak the first languages of Maine's immigrant communities. This accelerated program combines contextual English instruction with basic EMT training, helping new Mainers further develop their English language skills, gain the technical training necessary to work as an EMT, receive job placement assistance, and, for many, capitalize on their medical backgrounds. (Four members of the first cohort were physicians in their home country.)

Performance Measures

Performance measures for many of the MCCS access initiatives are included in the descriptions above. In addition, the MCCS Strategic Plan (Appendix B) includes goals, objectives, and measures that are closely tied to and aligned with many of these initiatives.

Success in Meeting Goals and Objectives

The FY16 Strategic Plan Report (Appendix C) measures and reports on progress towards achieving the goals and objectives of many of these efforts.

Going forward, these initiatives will also be important to the efforts of Maine's Workforce and Education Coalition, a diverse set of stakeholders that includes K-12 education, higher education, and employers committed to improving the overall postsecondary attainment rates necessary to meet Maine's workforce needs. M CCS has played a leadership role in developing access initiatives and in supporting the Coalition, which has set an attainment goal that seeks to increase from 42% to 60% by 2025 the percent of working-age adults holding a high-value certificate, college degree, or other industry-recognized credential. During this past legislative session, the Maine Legislature adopted the attainment goal into law.

Program Area III: Employer and Workforce Development Initiatives

More than any other institution in the state, Maine's community college system provides affordable, local access to higher education and workforce training tied closely to the needs of Maine employers.

Priorities, Goals, and Objectives

Consistent with its mission to create an educated, skilled and adaptable labor force that is responsive to the changing needs of the Maine economy, Maine's community colleges have placed employer and workforce efforts at the center of their work.

In addition to certificate and degree programs, the M CCS provides fast-track skills building for new and expanding companies through the colleges' business and industry divisions and the System's Maine Quality Centers and Put ME to Work programs.

- A. The **Maine Quality Centers** (MQC) program provides customized workforce training grants for Maine employers seeking to locate or expand their operations in Maine or who are interested in providing training to their incumbent workers. Since its inception, the program has served 237 new or expanding Maine businesses; 15,068 Maine people have been trained for new positions; and 1,356 incumbent workers across the state have upgraded their skills. MQC provides customized training to a wide variety of employers, from some of the state's largest (Jackson Labs, Bath Iron Works, Pratt & Whitney) to small entrepreneurial enterprises (Flowfold and America Roots Wear). MQC's FY17 annual report to the legislature is included in Appendix D and contains information on the 31 projects undertaken by MQC during the past year.

- B. **Put ME to Work** supports training partnerships between Maine businesses or industry associations and a Maine community college. Put ME to Work is designed to develop or strengthen programs that support skilled, in-demand, and high-wage occupations and/or occupations in transition due to changes in work practices or technology. The first program to be launched under Put ME to Work has been a partnership between MCCA and the Professional Logging Contractors of Maine that is designed to train more professional loggers for work in the Maine woods. The first cohort of students completed the program, which was delivered by NMCC, in summer 2017. Additional cohorts are scheduled to be delivered in the coming months in other parts of the state by WCCC and EMCC.

- C. **College Business and Industry Divisions:** All seven of Maine’s community colleges offer customized training for business and industry—in both the hard trades and soft skills. Employers can choose from existing courses and workshops, or training programs can be tailored to meet a company’s specific needs. The colleges’ Business and Industry Divisions have worked with hundreds of Maine businesses, health care facilities, and non-profit agencies across the state to help them build the workforce they need to grow and prosper.

- D. **Continuing education divisions** at all seven of the colleges offer an array of non-credit courses to help individuals gain or strengthen skills in areas that range from grant writing to Microsoft certifications to welding.

Performance Measures

Performance measures for many of the MCCA employer and workforce development initiatives are included in the descriptions above. In addition, the MCCA Strategic Plan (Appendix B) includes goals, objectives, and measures that are closely tied to and aligned with many of these initiatives.

Success in Meeting Goals and Objectives

The FY16 Strategic Plan report included in Appendix C details MCCA success in meeting its goals and objectives as they relate to serving business and industry and supporting workforce development.

While the work of MCCA has always been tightly focused on providing students with the skills they need to contribute to the Maine economy, demographic and economic trends are placing increased pressure on the colleges to provide more of Maine’s population with access to training and skills building. Addressing and reversing these trends will require focused attention and investment.

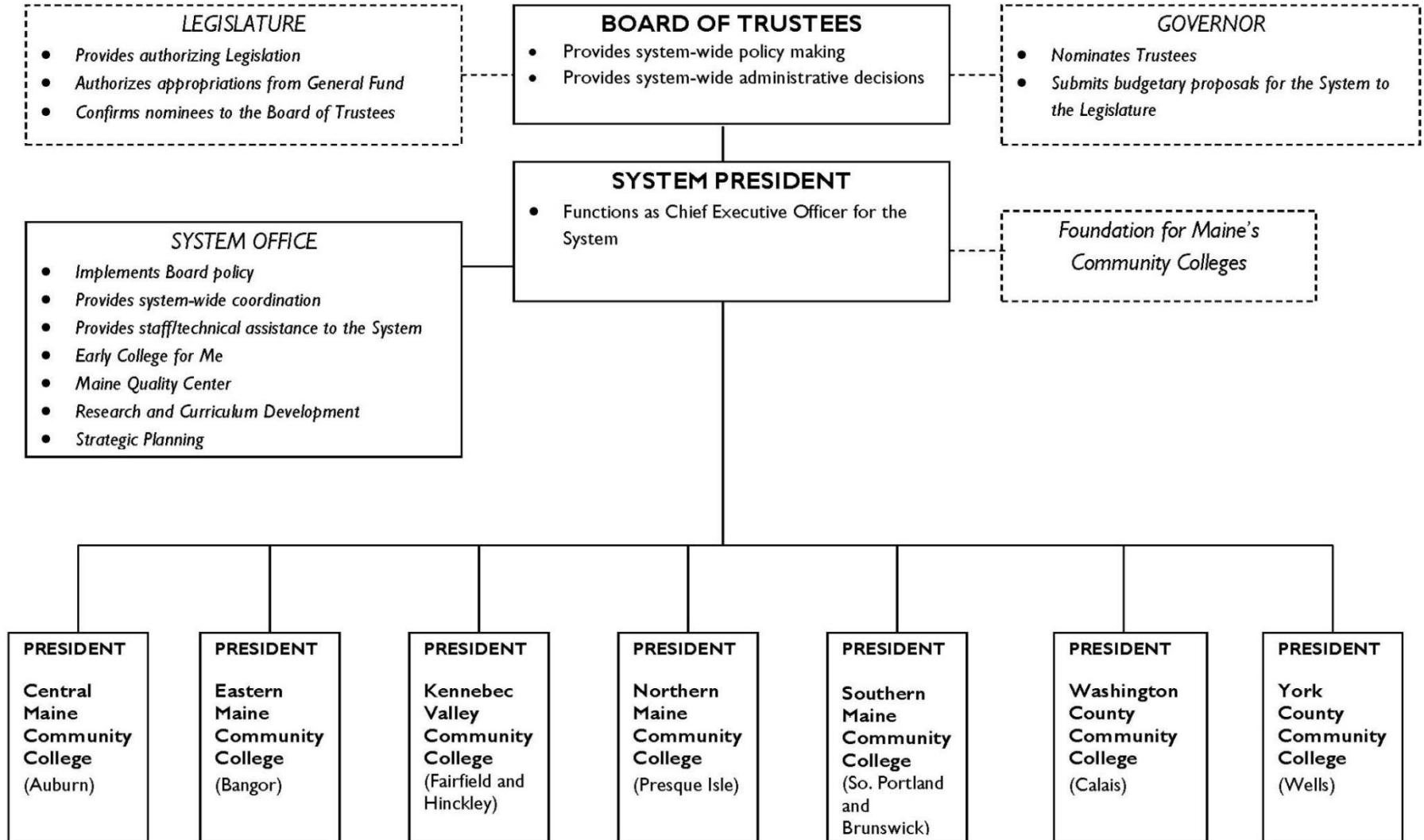
To that end, the System is working to transform the training it delivers to incumbent workers and those who are unemployed or underemployed. It has hired a workforce strategist to assist in this effort, assessed and streamlined existing programs, and strengthened outreach to employers. In response, the new state budget includes a \$3.4 million investment in support of these efforts.

2C. Governance and Organizational Structure

The Maine Community College System is governed by a 15-member Board of Trustees that serves as the policy making authority for the system. Under Maine statute, the Board of Trustees consists of 13 appointed voting members, one ex-officio voting member and one ex-officio nonvoting member. Trustees are appointed to four-year terms by the Governor.

The System President, appointed by the Board of Trustees, serves as the System's chief executive officer and is responsible for implementing the policies of the Board of Trustees and overseeing operations of the MCCS. Reporting directly to the System President are seven college presidents with responsibility for daily operations of their respective colleges. A governance and organizational chart denoting the current structure of the MCCS follows.

Organizational and Governance Structure



Position count and job classification

The MCCS currently employs 870 regular employees, a position count that consists of 335 faculty and 535 non-faculty positions. All but 77 “Confidential” employees are represented by collective bargaining agreements. Generally speaking, faculty and mid-level administrators are represented by the Maine Education Association, and support personnel including custodial and maintenance are represented by the Maine State Employees Association. A small number of dining service personnel (7) are represented by the American Federation of State, County and Municipal Employees.

The System also employs a nearly equal number of adjunct faculty in order to accommodate the number of courses needed to address student enrollment.

The following chart provides a breakdown of regular MCCS employees, as of 9/20/2017, by location:

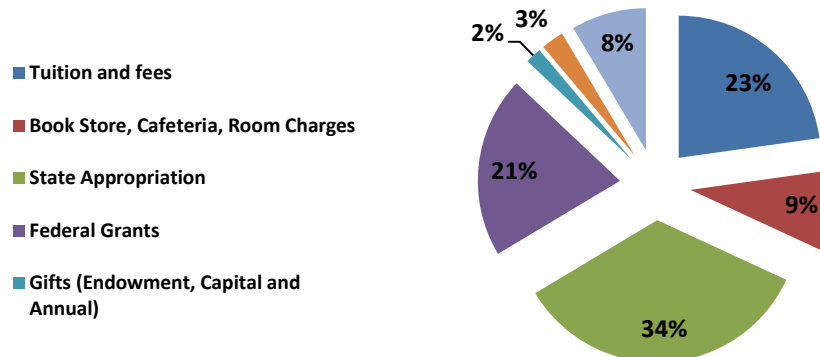
MCCS Employees Fall 2017

	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC	SO	Total
AFSCME	5					2			7
MSEA Supervisory	5	3	4	2	10	2	3	1	30
MSEA Support	19	35	24	22	77	13	14	6	210
MEA Faculty	53	63	40	37	99	21	22		335
MEA Administrator	34	26	25	19	53	17	25	12	211
Confidential	8	10	8	6	12	6	9	18	77
TOTAL	124	137	101	86	251	61	73	37	870

2E. Financial Summary

As a publicly funded institution of higher education, MCCS receives appropriations from the State of Maine partially subsidizing the cost of attendance at one of the seven community colleges. In 2017, 34% of the MCCS budget was supported by State appropriations; 23% was derived from tuition and fees; and 21% from Federal grants (a category that includes Federal Pell Grants to students). State appropriations increased \$3.6 million, or 6.1 percent, in 2017. The 2017 increase is partially in recognition of a historic imbalance in public funding and partially in response to employers’ needs to increase the skills of the current workforce. MCCS educates 36 percent of students attending public higher education institutions in Maine, but receives 23 percent of the public expenditure for higher education.

MCCS Sources of Revenue 2017

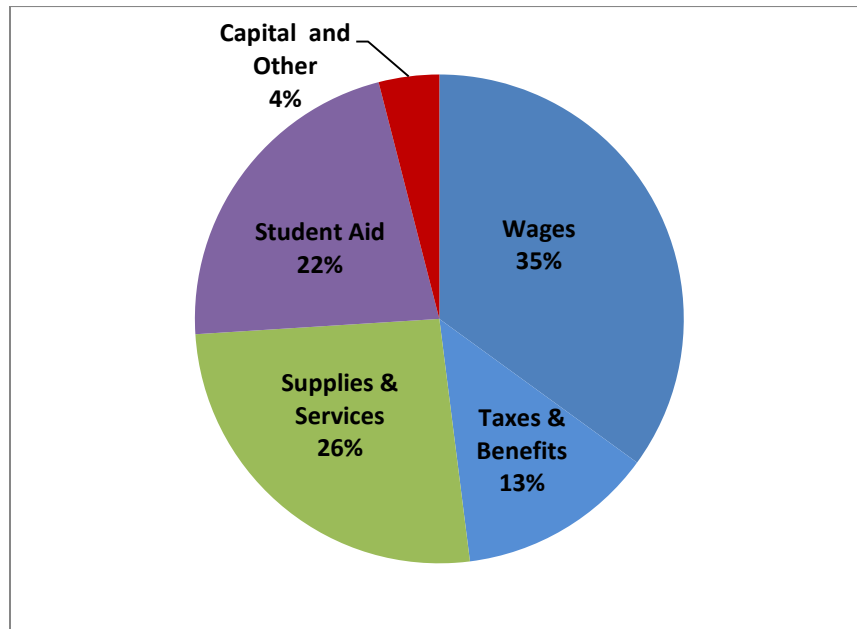


MCCS Comparative Financial Information

	2017	2016	2015	2014	2013
Tuition and fees	40,887 23%	40,624 24%	42,790 24%	42,951 24%	42,541 25%
Book Store, Cafeteria, Room Charges	16,328 9%	15,173 9%	16,317 9%	16,613 9%	16,153 9%
State Appropriation	61,959 34%	58,370 34%	55,458 31%	55,959 31%	53,809 31%
Federal Grants	36,978 21%	40,531 24%	45,756 26%	43,320 24%	42,224 25%
Gifts (Endowment, Capital and Annual)	3,296 2%	950 1%	3,104 2%	5,850 3%	1,043 1%
Investment income	4,654 3%	49 0%	(565) 0%	5,188 3%	2,712 2%
Other	<u>15,327</u> 9%	<u>14,374</u> 8%	<u>13,463</u> 8%	<u>12,080</u> 7%	<u>13,479</u> 8%
	179,429	170,071	176,323	181,961	171,961

	2012	2011	2010	2009	2008
Tuition and fees	43,500 22%	42,020 24%	39,523 25%	34,309 25%	30,924 23%
Book Store, Cafeteria, Room Charges	16,218 8%	16,966 10%	15,957 10%	14,683 11%	11,978 9%
State Appropriation	54,441 27%	53,905 31%	52,228 33%	53,248 39%	51,942 38%
Federal Grants	44,439 22%	45,499 26%	37,408 23%	22,299 17%	18,617 14%
Gifts (Endowment, Capital and Annual)	27,007 14%	1,074 1%	1,976 1%	3,589 3%	2,760 2%
Investment income	1,877 1%	3,720 2%	2,707 2%	(1,344) -1%	214 0%
Other	<u>11,239</u> 6%	<u>10,874</u> 6%	<u>10,127</u> 6%	<u>8,303</u> 6%	<u>19,488</u> 14%
	198,721	174,058	159,926	135,087	135,923

MCCS Uses of Funds 2017



Over the past ten years, MCCS wages and benefits have accounted for roughly 50 percent of MCCS expenditures. The category of supplies and services includes such major expenses as energy costs, instructional technology and supplies, and professional services.

2G. State and Federal Agency Coordination

Over the past 10 years, numerous agencies of state and federal government have partnered with Maine’s community colleges to achieve MCCS program objectives.

State partnerships have resulted in streamlined transfer between community colleges and Maine’s public universities; created and strengthened other important pathways to, through, and beyond community college; and focused on improving the college readiness of Maine high school students.

Federal partnerships have funded efforts to strengthen the skills of Maine’s workforce; increase access to higher education for displaced workers and disadvantaged populations; and increase the number of Maine people who attain a college credential by supporting targeted student success efforts and providing critical financial assistance that ensures more affordable access to higher education.

Coordination with State Agencies

Public Higher Education Institutions

Formed in 2015 to promote greater efficiencies and closer collaboration between the **University of Maine System (UMS)** and MCCS, the **Higher Education Coordinating Committee** has focused its work on efforts to support streamlined transfer, educational pathways, and improved student outcomes.

The Chief Academic Officers of both systems are longtime colleagues who work diligently to share and promote best practices between the state's community colleges and universities. These relationships serve as a conduit for sharing promising and proven strategies among faculty and staff at all of Maine's public institutions of higher learning.

As detailed below, UMS and MCCS have worked in close partnership with one another and with the Maine Department of Education to implement the Maine Learning Results and the adoption of common assessments of college and career readiness.

Maine Maritime Academy and MCCS have partnered to create MMA Prep, a program designed for students who are interested in attending the Academy but who have not yet met all of its rigorous academic requirements. Students can enroll at one of Maine's seven community colleges and take a prescribed set of courses designed to prepare them for entry to the Academy. Those who complete the courses with grades of C or better and successfully complete MMA's admissions process will earn a spot at the Academy. The program has proved extremely successful. Within the first three years of the program, 27 students had made their way to the Academy via MMA Prep.

Maine Department of Education

MCCS has worked closely with the Maine Department of Education in the implementation of the Maine Learning Results and in adoption of the SAT suite of assessments to measure students' college and career readiness. In 2012, MCCS and UMS hosted a statewide summit to facilitate collaboration and enable a smooth transition for the implementation of Common Core Standards across Maine. Participants included UMS teams from each public university, the Department of Education, teams from each Maine community college, and P-12 staff from around the state. In 2015, the MCCS, UMS, and MDOE hosted a second statewide summit that was focused on informing and aligning Maine's public higher education institutions with the state's public K-12 system.

Since that summit the MCCS has worked closely with MDOE, its division of adult education, and the College Board to enhance understanding of the SAT Suite of assessments and align college and career readiness standards across systems to eliminate redundant assessment and streamline placement of students into college level courses. The MCCS has also worked with the Maine Department of Labor to advance our understanding of apprenticeship opportunities and to increase the number of apprenticeship options in our curriculum.

In addition, the Maine Department of Education disburses approximately \$2.5 million annually in federal Carl D. Perkins Career and Technical Education Act funding to MCCS to strengthen the academic and career and technical skills of Maine students. The **Perkins State Plan** requires MCCS and the state's secondary career and technical education (CTE) providers to establish clear and coherent pathways from secondary to postsecondary education to ensure curricular alignment and avoid redundancy.

MDOE also works in close partnership with MCCS to support college access initiatives for Maine high school students. As described below and in Section 2B, MDOE's Aspirations program supports much of the dual and concurrent enrollment activity across the MCCS.

Maine Public K-12

In addition to the work outlined above, MCCS works closely with our secondary partners to increase access and college readiness through a range of collaborative programs. As noted elsewhere in this report, dual and concurrent enrollment programs each year provide nearly 3,000 Maine high school students with the opportunity to earn both high school and college credit either on a community college campus or at a student's high school. The MCCS Early College for ME program partners with 80 high schools in the state to provide academic support and college guidance to students who are undecided about their future.

The MCCS also collaborates with the 27 Career and Technical Education centers across Maine to provide students with career pathways from high school to community college. As of the 2017-18 academic year, there are 213 articulation and 138 concurrent enrollment agreements in place in over 20 disciplines, ranging from automotive to business studies to machine tool to heavy equipment. These agreements align high school curriculum in the junior and senior year to the first-year college curriculum of specific programs of study. In doing so, they provide students with a seamless career path that eliminates redundancy and increases student momentum toward completion.

In addition, the community colleges collaborate with their secondary partners to increase post-secondary access through a range of programs, including *Totally Trades!*, a program designed to encourage young women from schools throughout Washington County to consider careers in fields traditionally underrepresented by women, and the Advanced Scholars early college program, a collaboration between CMCC and Telstar Regional High School that enables qualified Telstar seniors to enroll in full-time study on the CMCC campus and earn college credit while completing their high school requirements.

Finance Authority of Maine

As detailed below, a majority of MCCA students are dependent on grants and loans to help finance their college education. The State of Maine Grant Program, administered by the Finance Authority of Maine in partnership with each college, provides critical grant assistance. Eligible students may receive up to \$1,500 for each year of study. In FY16, over \$5 million in State of Maine Grants was awarded to MCCA students.

Coordination with Federal Agencies

U.S. Department of Education: Supporting Access, Affordability, and Student Success

MCCA students are more dependent on grants and student loans than comparable cohorts of students and report having fewer of their own resources, such as savings and/or income, with which to pay tuition. Over 50% of MCCA degree-seeking students qualify for Federal Pell Grants and are considered low income. The funds they receive through the U.S. Department of Education (USDOE)—some \$30 million in FY16—are critical to their ability to access higher education and persist to completion.

The Federal Supplemental Educational Opportunity Grant (FSEOG), also administered by USDOE, is awarded to students with exceptional financial need. The program is administered in partnership with each college's financial aid office, and grants can range from \$100 to \$4,000 depending on a student's need, the amount of other aid available to the student, and the availability of funds.

USDOE Federal Work Study Grants provide support to eligible students to work on campus in jobs typically related to their field of study, including IT help desk, lab assistants, campus security, and tutors. The program not only provides needed financial assistance, it also has been shown to increase students' connection to their college community, leading to higher persistence and graduation rates.

USDOE's student loan programs are also critical to MCCS students' ability to attain a college credential. In FY16, MCCS students borrowed at a rate significantly higher than the national average for public two-year institutions. This is in spite of the fact that MCCS tuition and fees are the lowest in New England at \$3,600 a year for a full-time student and a reflection of Maine's median household income, also the lowest in New England.

Through a variety of programs, the Federal Government also provides financial and academic support for a number of targeted populations, including veterans and their dependents; rural Mainers; low-income, first-generation college students; and individuals with disabilities. These programs provide valuable student supports and contribute in important ways to the success initiatives underway at each of Maine's community colleges.

U.S. Department of Labor: New Programs and Pathways for Adult Learners

Between 2011 and 2017, the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) initiative has provided funding for a number of programs that have strengthened and expanded educational pathways in information technology (*Maine is IT!*), health care, and niche manufacturing. These funds, awarded through a competitive grants process, have not only created greater access to higher education for displaced workers and unemployed and underemployed adults, they have also expanded programming in high growth areas of the Maine economy. In addition, USDOL grant programs have supported expansion of MCCS nursing and healthcare training and the development of a composite technician program at SMCC's Midcoast campus. The Department's Pathways out of Poverty has supported MCCS worker training in high growth and emerging industries.

Other Federal Partnerships in Support of the MCCS Mission

The **U.S. Department of Education** has recently supported MCCS student success initiatives through Title III grants to SMCC and KVCC and provided funds to purchase equipment for science labs.

The **U.S. Department of Health and Human Services** has provided funds to improve health care delivery to rural areas (NMCC), support genomics education as a part of the Maine IDeA Network of Biomedical Research Excellence (SMCC), and assist with the development of health information technology programs across Maine.

The **U.S. Department of Energy** has provided funds to support the development of solar and photovoltaic programs (KVCC), heating technician training, and energy efficient building science programs (SMCC).

The **U.S. Department of Agriculture** has awarded grants to support development of state-of-the-art pulp and paper technology and wood energy programs (KVCC).

The MCCS has also received funds from the **U.S. Departments of Justice and Homeland Security** to support firefighter training and fire prevention and safety initiatives across the state.

The **National Science Foundation** has supported development and enhancement in a range of academic programs including a Virtual Ideation Platform at CMCC in collaboration with the University of Maine that has enabled faculty members and their students to share product concepts, resources and expertise across the internet to solve complex design and manufacturing problems.

Other competitively procured federal grants over the past ten years include funds to support:

- a Regional Advanced Machining Partnership;
- the expansion of a precision machining program;
- research on quantitative literacy and reasoning in collaboration with Bowdoin College; and
- development and implementation of an Energy Services and Technology associate degree program to train energy technicians to install, maintain, and troubleshoot high-efficiency heating, ventilating, and cooling systems in buildings (KVCC).

2H. Constituencies

High school students

As Maine's workforce ages and as the number of students enrolled in Maine elementary and secondary schools continues to decline, the state needs more of its young people to continue education and training beyond high school. Maine's community colleges are uniquely positioned to provide these students with relevant, affordable pathways that lead to immediate employment or continued education. To that end, the colleges are focused on providing Maine students, while they are still in high school, with the skills and experiences they will need to succeed in college and career. Other sections of this

report detail MCCS access initiatives that are targeted to Maine high school students. These programs are designed to encourage college enrollment and to provide high school students with the supports and experiences that lead to success in higher education. Each year, nearly 3,000 Maine high school students are enrolled in college courses through one of Maine's community colleges, saving them both time and money as they begin working toward a college credential.

Students who enroll in college directly from high school

The transition from technical to community college in 2003 has resulted in a significant increase in the number of students coming to a Maine community college directly after having graduated from high school. In the fall of 2017, 2,100 students entered MCCS directly from high school, a 36% increase since 2003. While many of these students enroll in community college because they know exactly what they want to study, others choose to start their education here because it is affordable and provides them the opportunity to explore a variety of programs of study before deciding on a career path.

Working age adults and incumbent workers

The majority of MCCS degree-seeking students have returned to college after some time away from the classroom. The appeal of Maine's community colleges to those who have been out of school for a year or more is reflected in the fact that the average age of MCCS students is 26. The colleges offer Maine's working age adults a convenient and affordable way to acquire the skills and education they need to build a more promising future for themselves and their families. The pressures on these students are significant. Over half of MCCS students surveyed in 2016 reported providing care for dependents who live with them, and 56% reported working more than 20 hours a week while attending school. As the nature of work in Maine continues to change and as Maine needs more highly skilled workers to fuel the state's economy, the ability of the community colleges to adapt to and serve the needs of the state's working age adults, either through degree programs or short-term training, will only become more important. This will be true for incumbent workers as well as for those who have left the workforce but seek to reenter it.

Employers

Maine employers have posted over 84,000 jobs in the last year. Many of those jobs have been difficult to fill or have gone unfilled, slowing economic growth and contributing to mounting employer frustration. Maine businesses increasingly view Maine's community colleges as the most viable option for the delivery of effective, responsive training solutions that address the immediate and long-term needs of employers. One reason for

this is that Maine's community colleges work in close partnership with the state's employers to ensure that the education and training provided by the colleges is aligned with the skills most needed in the workplace.

Program advisory committees, made up of employers who are dependent on the skills of community college graduates, meet regularly with program faculty to ensure that what is being taught in the colleges' classrooms and labs are the skills most needed in the workplace. When they are not, the colleges are quick to respond. In just the last two years alone, 75 MCCS program options have been modified, added, or discontinued to better align the colleges' programs and services with the evolving needs of Maine employers.

New constituencies

As Maine's working age population continues to shrink and many employers struggle to find skilled workers, Maine's community colleges are serving a growing population of Maine residents who have come to Maine from other parts of the world. For a significant portion of these students, English is not their first language and the higher education environment differs from their home countries. Some have completed a good deal of education but have credentials that may not align with those in the U.S. As a result, the community colleges are working to address barriers that exist for individual students and their communities. The ESOL to EMT program described in section 2B of this report provides one example of the types of programs being developed to serve the needs of both new Mainers and employers who depend on them.

2I. Alternative Delivery Systems

Maine's economy clearly needs the skilled graduates of Maine's community colleges. Researchers tell us that by 2020, 66% of all Maine jobs will require post-secondary education. Currently, only 39% of adults in Maine have a college credential. We have a long way to go to make sure that Maine people and their employers have the skills they need in a changing economy. As Maine copes with having an insufficiently skilled workforce, MCCS is working to redesign its current delivery models to meet the evolving needs of Maine people and employers. These new models include:

- **More flexible academic schedules:** the colleges are working to build new academic calendars that more closely align with non-peak times of the year for specific industries. For example, YCCC not only offers programming year-round, it now has seven different

semester start dates, enabling those in the hospitality industry to work full-time through Columbus Day and then begin condensed terms in the late fall and winter months.

- **New pathways from non-credit to credit:** To better serve incumbent workers and those looking to join the workforce as quickly as possible, MCCS is working to dismantle the barriers that exist between non-credit training and credit-bearing programs of study. This will involve the development of innovative new curriculum, educational pathways, and delivery and support models that lead from on-the-job training to college credit and credentials.
- **New, smaller learning modules:** Increasingly, employers are looking for specific skills and competencies in both their new and incumbent workers. MCCS seeks to deliver these skills on a just-in-time basis through short-term modules that offer students the opportunity to gain “micro-credentials” (also known as badges) to meet specific industry needs and then frequently reconnect with those students over their careers so that, as modules are combined, they can accumulate college credit that can lead to a certificate or degree. SMCC has recently launched a new Construction Institute that is built on this model. Developed in close collaboration with the construction industry, the college is now offering short-term modules in topics such as blueprint reading, framing methods, and building concepts and leveling.
- **Credit for prior learning:** With support from the *Maine is IT!* grant, Maine’s community colleges have streamlined and strengthened their ability to assess and award college credit for knowledge gained on the job, in the military, or through other life experiences. Once awarded, these college credits are now transferrable to any of the state’s seven community colleges and save students both time and money as they work to complete a college credential.

The development of these and other responsive delivery models will require strong, sustained partnerships with employers across Maine to ensure that new workforce solutions and educational pathways meet specific needs and correlate with immediate and longer-term workplace skill requirements.

2J. Emerging Issues

The transition from technical to community colleges has enabled our state to dramatically increase access to higher education.

Since that transition in 2003, MCCA has made it possible for thousands more Maine people to access greater educational and career opportunities. For those who complete a college credential, the results are impressive:

- 92% of MCCA graduates land jobs or continue their education;
- 98% of MCCA graduates who take a state or national licensure exam are successful in earning the certification they need to work in their chosen field;
- Students who graduated from a Maine community college with an associate degree during one recent three-year period earned an average first-year wage of approximately \$34,000, a rate comparable to recent graduates of the University of Maine System.

These are welcome facts in a state with the lowest college attainment rate and lowest median household income in New England. But increasing the number of Maine people enrolled in higher education does not, on its own, address the state's workforce challenges or ensure college completion.

To have a meaningful impact on the state's workforce challenges, the colleges recognize that the growth of Maine's community colleges must be supported by an organizational culture and structure focused on student success. In joining the national Achieving the Dream network, MCCA is pioneering a statewide, evidence-based, student centered approach designed to achieve significant improvement in the success of our students.

At the same time, MCCA seeks to reengineer its delivery of workforce training and create new educational pathways that lead from short-term training to post-secondary credentials for Maine's incumbent workers. The goal: to build an innovative, demand driven workforce development system that is responsive to Maine's established and evolving industry sectors and that provides Maine people with ready access to the training and education they need to build a more prosperous future for their families and their state.

These strategic activities provide a strong foundation on which to build a more highly skilled workforce for our state. However, without additional investment in information systems, research capabilities, new training modules, pathways, and micro-credentials they will be insufficient to address the demographic forces and dynamic transformation of work that Maine now faces.

2K Other Information Requested by the Committee

No additional information was requested by the committee prior to the submission of this report.

2L Comparison of Federal and State Laws

MCCS is subject to a complex matrix of laws and regulations, primarily at the federal level, that set forth legal compliance requirements in a myriad of categories. These include, but are not limited to, academic programs, accounting, accreditation, admissions, auxiliary services, copyright and trademark, disabilities, diversity/affirmative action, campus safety, environmental health and occupational safety, financial aid, governance, grants management, health insurance, housing, human resources, immigration, information technology and security, lobbying and political activity, privacy, and sexual misconduct.

MCCS and its colleges have adopted a wide variety of policies and procedures, as well as operating guidelines and approaches, that comply with these laws and regulations. The MCCS Policy Manual consists of more than 250 pages and is designed to ensure compliance with state and federal laws that govern the MCCS. The manual was initially adopted in 2009 and is continually revised and supplemented to incorporate new legal and administrative requirements into MCCS policies and procedures. The manual is available to all MCCS employees online through the System's internal intranet. In addition, there are numerous notification requirements that necessitate direct communication with all employees on an annual basis on a broad range of topics including sexual harassment; FERPA protocols; health and safety protocols; motor vehicle procedures; Student Code of Conduct; sexual assault and misconduct; and drugs and alcohol.

If the Committee is interested in a particular operating area of MCCS, MCCS can provide relevant documents upon request.

2M. Policies for Use of Personal Information

MCCS employs a variety of means for disseminating, managing, and using information that is personally identifiable and/or not personally identifiable.

The MCCS only uses social security numbers for employees and students in those transactions where state or federal law expressly or effectively requires such use for identification. Otherwise, for students, randomly generated identification numbers are used. In order to protect personally identifiable student information, MCCS complies with state and federal

confidentiality laws, including the Federal Family Educational Rights and Privacy Act (FERPA). A copy of MCCS Policy 502: Uniform FERPA Notice is attached as Appendix E.

Electronically

MCCS uses websites and an email network for the purposes of providing and sharing information internal and external to the System. Computer systems and networks are secured by a variety of firewalls, login and password features. MCCS Procedure 203.2: Information Practices, attached as Appendix F, requires notice to MCCS website users of MCCS practices regarding personal information exchanged on its websites and provides template notices for that purpose.

Desktops, laptops, servers, applications, and network devices represent access points to sensitive and confidential MCCS data as well as to technology resources and services. Ensuring that security updates are distributed and implemented in a timely manner is critical to mitigating malware, exploitation, and other threats. The MCCS Office of Information Technology Services maintains and regularly updates its processes and procedures for ensuring compliance with the latest operating system and application security updates.

MCCS complies with Maine law with regard to breaches of data security. A copy of MCCS Procedure 203.1: Notice of Risk to Personal Data Procedures is attached as Appendix G. Fortunately, the System has not had to implement this Procedure as no such breaches have occurred. Further, a copy of MCCS Policy 203: Computer Use, which speaks to malicious use of computers, is attached as Appendix H.

Non-electronically

MCCS policies and procedures for the non-electronic sharing of personal information are also governed by the Federal Family Educational Rights and Privacy Act (FERPA). A copy of MCCS Policy 502: Uniform FERPA Notice is attached as Appendix E. College catalogs, brochures, pamphlets, fliers, posters and letters are used to share information with students, prospective students and the community at large. In addition NEASC Accreditation Standard 10 (Public Disclosure) requires that the colleges present complete, clear and accessible information to students, prospective students and the community via its publications through a coordination of efforts across the college to assure consistency, currency, and accuracy in all communication mediums.

Information on the agency's implementation of information technologies

Information technologies, policies, and procedures across the System are overseen by the MCCS Chief Information Officer (CIO) who works in close partnership with information

technology (IT) officers at each of the seven colleges. Each college maintains a Student Information System (SIS), built on a common platform, that includes modules for admissions, advising, billing/accounts receivable, financial aid, registration, and student life. At the System level, the MCCS Data Mart is populated with select data elements from each college's SIS and serves as the official source of enrollment and student outcomes data for reporting purposes.

MCCS adherence to fair information practice principles

- **Request for Public Information**

Maine's Freedom of Access Act ("FOAA") grants a right of public access to certain records and meetings of the MCCS. As such, MCCS has a uniform policy to accommodate requests. It is important for MCCS employees who receive a FOAA request to understand what they can and cannot provide. Both at the System office and at each college, an employee is designated by the respective president to serve as the FOAA officer for the purpose of reviewing and answering the request. A copy of MCCS Policy 204: Freedom of Access Act Compliance is attached as Appendix I. To augment the written guidance in the policy, the System's General Counsel also provides training and ongoing counsel to employees who serve in this capacity to ensure appropriate response to any such request.

- **Records Retention**

Paper records that contain confidential and personally identifiable information for employees and students are secured through normal locking and access procedures. Records are kept pursuant to the records retention schedule in MCCS Procedure 200.1: Document Retention, attached as Appendix J.

2N Paperwork Filing Requirements

Not applicable to MCCS.

2O Legislative Reports Required of MCCC

As an instrumentality of the state, MCCC is governed by many of the same statutes that regulate state agencies, quasi-state agencies, state offices, boards, commissions or quasi-independent agencies. These regulations include Government Evaluation Act reporting found in 3 MRSA §956, out-of-state travel reporting found in 5 MRSA §44-A, Board of Trustees' reporting in 5 MRSA §12005-A, and our financial policies and procedures reporting required in 5 MRSA §12021-12024.

A full list of the reports that MCCC is required to submit to the Legislature can be found in Appendix K.

2P Organizational Units

An overview of MCCC organizational units appears on page 1 of this report.

2Q Needed Alignment with Other State and Federal Laws

MCCC has identified no provisions contained in MCCC enabling or authorizing statutes that require legislative review to determine the necessity of amendment to align the statutes with federal law, other state law, or decisions of the United States Supreme Court or the Supreme Judicial Court.



APPENDIX A

MCCS Academic Programs

Programs of study

	CM	EM	KV	NM	SM	WC	YC
ARTS AND SCIENCES							
Biotechnology					A		
General Science			A				
• Biological Sciences			*				
• Health Occupations			*				
• Pre-Pharmacy			*				
General Studies	A		A				
Liberal Studies	A	A	A	A	A	A	A
• American Studies							*
• Art					*		
• English					*		
• General Studies					*		
• History					*		
• Mathematics					*		
• Political Science					*		
• Psychology					*		
• Science					*		
• Social Work					*		
Life Science	A						
Marine Science					A		

	CM	EM	KV	NM	SM	WC	YC
AUTOMOTIVE AND MECHANICAL							
Automotive Collision Repair				A/C			
Automotive Technology	A	A		A/C	A	C	
Automotive Technology — Basic Systems		C					
Automotive Technology — Chassis & Systems					C		
Automotive Technology — Ford ASSET	A						
Automotive Technology — Powertrain Systems					C		
Diesel Hydraulics Technology				A/C			
Diesel, Truck, & Heavy Equipment		A					
• Heavy Truck & Equipment Systems		C					
Engine Specialist						C	
Heavy Equipment Maintenance						C	
Heavy Equipment Operation					C	C	
Major Collision Repair & Refinishing				C			
Mechanical Technology						A/C	
• Passenger Vehicle Service						A	
Powersports Equipment/ Small Engine Technician						C	

	CM	EM	KV	NM	SM	WC	YC
BUSINESS							
Accounting	A			A			A
Business Administration/Management	A/C	A	A	A	A	A	A
• Accounting			A				
• Career Option		A					
• Computer Systems Integration			A				
• Finance							A
• International Commerce						A	
• Marketing/Management			A				
• Small Business Development		C					
• Sports Management					A		
Business Administration Transfer	A						
Entrepreneurship				C		C	
Management Information Systems	A						
Office Assistant				C			
Restaurant Management	A						

	CM	EM	KV	NM	SM	WC	YC
COMPUTER, GRAPHICS AND MULTIMEDIA							
Communications & New Media					A		
Computer & Network Technology				A/C			
Computer Science					A		A
Computer Systems Technology		A					
• Computer Repair Technology		C					
Computer Technology	A/C+					A	
Cyber Security					A		
Digital Graphic Design		A/C					
Digital Media Technology							A
• Animation							A
• Graphic Design							A
Geographic Information Systems						A	
Graphic Communications	A						
Help Desk & User Support							C
Information Security							C+
Information Technology					A		A
Network Administration	C/C+						
Network Security/Computer Forensics	A						
Network Security	C+						
Networked System Technology							C
Server Administration	C+						
Web Development							C

	CM	EM	KV	NM	SM	WC	YC
CONSTRUCTION							
Building Construction Technology	A/C	A/C		A/C	A/C		
Fine Woodworking & Cabinet Making		A/C					
Sustainable Construction			A				

	CM	EM	KV	NM	SM	WC	YC
CULINARY ARTS, HOSPITALITY AND TOURISM							
Baking & Pastry							A/C
Cooking Skills			C				
Culinary Arts	C	A	A		A		A
Food Service Specialist		C					C
Hospitality/Tourism Management					A		A
Outdoor/Adventure Recreation & Tourism						A/C	
Restaurant & Food Service Management		A					
Restaurant Management	A						

	CM	EM	KV	NM	SM	WC	YC
EDUCATION AND EARLY CHILDHOOD							
Autism Spectrum Disorders Studies			A				
Career and Technical Education		A					
Career Educators		C+					
Early Childhood Education	A	A/C	A	A/C	A	A/C	A
Education	A/C+				A/C+	A	A
Elementary Education — K-8		A					
Secondary Education		A					

- CM** Central Maine Community College
- EM** Eastern Maine Community College
- KV** Kennebec Valley Community College
- NM** Northern Maine Community College
- SM** Southern Maine Community College
- WC** Washington County Community College
- YC** York County Community College

	CM	EM	KV	NM	SM	WC	YC
ELECTRICAL AND ELECTRONICS							
Applied Electronics & Computer Technology			A/C				
Applied Engineering Technology			A				
Electrical & Automation Technology		A					
Electrical Construction & Maintenance				A/C			
Electrical Engineering Technology					A		
Electrical Lineworker Technology			C				
Electrical/Electricians Technology		C	A/C		C		
Electromechanical Technology	A/C						
Residential & Commercial Electricity						D	
Wind Power Technology				C			

	CM	EM	KV	NM	SM	WC	YC
ENGINEERING TECHNOLOGY							
Architectural & Civil Engineering Technology	A						
Architectural Drafting & Design							C
Architectural & Engineering Design • Marine Design					A		A
Composite Science and Manufacturing					C		
Mechanical Drafting & Design					A		C
Pre-Engineering					A		
Surveying	C						

	CM	EM	KV	NM	SM	WC	YC
HEALTH CARE							
Advanced Emergency Care			A/C				
Advanced Emergency Medical Technician				C			
Behavioral Health Studies							A
Cardiovascular Technology					A		
Community Paramedicine				A/C/C+			
Emergency Medical Services/Paramedicine		A/C		A/C	A		
Gerontology							A/C
Health Sciences					A		
Health Studies							A
Human Services	A	A			A/C	A	
Medical Assisting	A	A	A	A	A	A	A
Medical Coding/ Electronic Health Records	A/C	A/C+	C	C			
Medical Office Technology • Health Care Secretary		A				C	
Mental Health			A/C				
Nursing	A	A	A	A	A	A	A
Nutrition and Dietetics • Dietetic Technology					A		
Occupational Therapy Assistant			A				
Phlebotomy			C			C	
Physical Fitness Specialist	A						
Physical Therapist Assistant			A				
Radiologic Technology/ Medical Radiography		A	A		A		
Respiratory Therapy Technology					A		
Surgical Technology		A			A		
Veterinary Technology							A

	CM	EM	KV	NM	SM	WC	YC
HVAC AND ENERGY							
Air Conditioning & Refrigeration						C	
Energy Services & Technology			A				
Heating				C	C	C	
Heating, Air Conditioning & Refrigeration • Refrigeration		A			A		
Plumbing		C			C	C	C
Plumbing & Heating				A	A		

	CM	EM	KV	NM	SM	WC	YC
MACHINING/MANUFACTURING							
CNC Machine Operator						C	
Precision Machining Technology	A/C/C+		A/C	A/C	A		A/C
Production Technology							A/C
Pulp & Paper Technology							A
Welding Technology		A/C	C	C			C

	CM	EM	KV	NM	SM	WC	YC
NATURAL RESOURCES							
Horticulture						A	
Marine Science						A	
Sustainable Agriculture • Livestock Management • Vegetable Production			A				

	CM	EM	KV	NM	SM	WC	YC
PUBLIC SAFETY							
Criminal Justice		A	A			A	A
• Computer Forensics		A					
• Forensics Investigation		A					
Fire Science Technology			A/C			A/C	
Forensic Science		A					
Police Operations		C+					

	CM	EM	KV	NM	SM	WC	YC
OTHER PROGRAMS							
Career Studies	A	A	A	A	A	A	A
Trade & Technical Occupations (for Registered Apprenticeship)	A	A	A	A	A	A	A

A = Associate Degree **C** = Certificate
D = Diploma **C+** = Advanced Certificate

* **Concentrations** allow students to study in greater depth a particular topic or area of interest but are not included on a student's diploma or transcript. Please check with the college offering a particular specialty for more information.

Admissions officers at each of the colleges are available to answer questions and help you figure out your next steps. Contact information is available at mccs.me.edu/get-started or email info@mccs.me.edu

Programs are subject to change without notice. Students interested in a particular program of study are strongly encouraged to contact the admissions office at the relevant community college for more detail about the program and its degree options.

Maine's community colleges are accredited by the New England Association of Schools and Colleges (NEASC) through the Commission on Institutions of Higher Education.

You can learn more about MCCS programs of study at mccs.me.edu/programs.



APPENDIX B

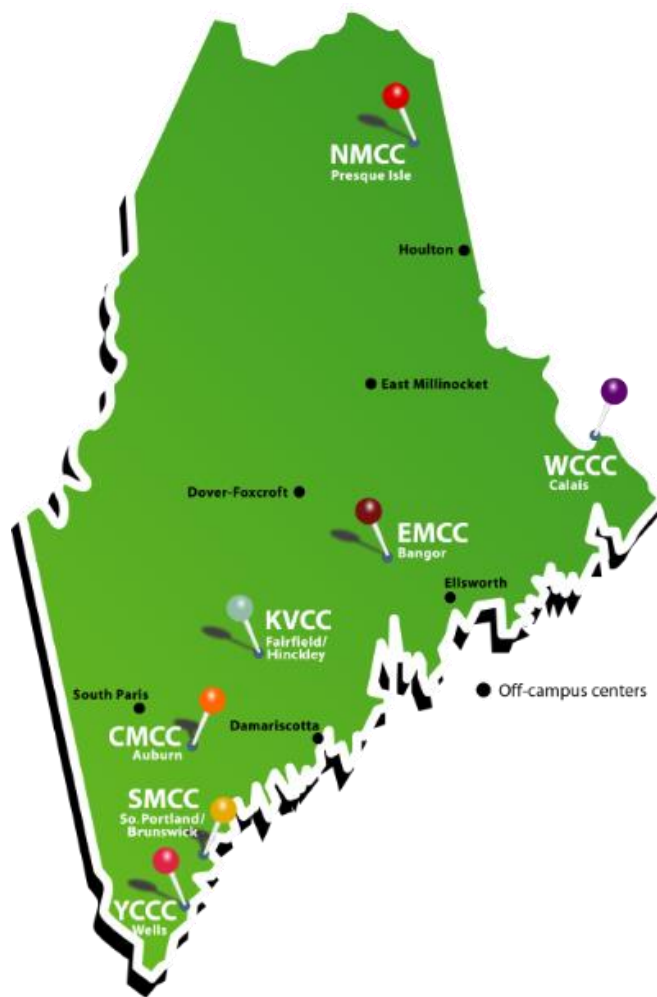
2015-2020 Strategic Plan



Maine Community College System

Strategic Plan

July 1, 2015 – June 30, 2020



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Background

Overview of the Maine Community College System

Maine's seven community colleges have their roots in the Maine Vocational Technical Institute that first enrolled students in the fall of 1946 in Augusta. Over the next five decades, the original VTI expanded to seven technical colleges, and in 2003 the institutions became comprehensive community colleges.

Today, Maine's community colleges have a unique dual mission. As they have since their founding in 1946, they prepare students for direct employment in the Maine economy -- through trade, technical and occupational programming. They also provide affordable access to higher education, leading to transfer to four-year programs of study.

The mission of the MCCS was updated in 1999 to reflect this dual mission:

MCCS Mission

The basic mission of the Maine Community College System is to provide associate degree, diploma, and certificate programs directed at the educational, occupational, technical, and transfer needs of the state's citizens and the workforce needs of the state's employers...to create an educated, skilled, and adaptable labor force which is responsive to the changing needs of the economy of the state and to promote local, regional, and statewide economic development.

—Title 20-A MRSA section 12703 and approved by the Board of Trustees
June 10, 1999

The MCCS vision statement, which amplifies its mission, has been reviewed often, and commitment to it has been reaffirmed for more than a decade by Trustees, Presidents, employees, and students.

MCCS Vision

Maine's community colleges are dedicated to educating today's students for tomorrow's career opportunities in an environment that supports personal and professional growth, innovation, and lifelong learning. The colleges are committed to enhancing the quality of life and economic prosperity of Maine through excellence in education.

Maine was one of the last states in the nation to offer community college education. But when the switch from a technical to a community college system came, people flocked to the institutions. Enrollment has grown nearly 80% since the system's transition to community colleges in 2003, and in the past five years has increased 11%. As of fall 2014, the colleges enrolled 18,160 students and offered nearly 300 program options along with customized training for business and industry.

Of the students enrolled:

- 59% attend part-time and many are working adults;
- The average age of degree-seeking students is 27;
- 40% of the students who entered in the fall of 2014 came directly from high school;
- 82% of full-time, degree-seeking students receive financial aid; and
- 92% of employed graduates are working in Maine.

At the heart of the MCCS mission and vision is an unwavering commitment to providing a quality education to the people of Maine so they can meet the needs of their families and the Maine economy.

Until fairly recently, the primary measure of success for public two-year colleges was to provide access to higher education, with the expectation that this would better prepare citizens for jobs and possibly further education. Now, the primary measures of institutional effectiveness include both access *and* student success. In fact, "student success"—the timely progression toward and completion of students' desired academic outcomes—has become the organizing theme for all of higher education. This theme is reflected in the MCCS mission and vision and guides our strategic plan for the next five years.

Environmental Scan

The Economic and Demographic Landscape

Since the beginning of this century, shifting demographics have had an impact on population composition and growth, and technology has restructured the workplace and made available a level of data for analysis unobtainable just a decade ago. The economy has gone through dramatic adjustments, most recently the 2008 financial crisis and recession. All of these realities have had a profound impact on higher education, including on our own community colleges.

Among demographic trends:

- Maine's population has the distinction of being the oldest in the nation (median age of 42.7 compared to the national median of 37.2¹).
- The portion of Maine's population age 45 and older is growing, while the population age 20 and younger has declined during the past 20 years.²
- Maine is also one of the least diverse states in the country. In 2013 the state's population was 94% White compared to the national median of 63%.³
- The population of the state grew only 4% between 2000 and 2012, and since 2003 has been relatively flat at around 1.3 million people.⁴

These facts tell us that, barring significant in-migration, the majority of the workforce projected for 2020 is already living in Maine.

In 2014, the Maine Economic Growth Council and Maine Development Foundation produced its 20th annual *Measures of Growth* report, defining benchmarks for achieving specific economic progress by 2020. Several measures reflect the toll taken by the 2008 financial crisis and the concerted effort still required if the goals are to be met.

- Maine's per capita personal income grew slightly in 2012 to \$40,087, yet is still the lowest in New England. Since 2009 Maine has ranked 29th in the nation in this measure.
- State Gross Domestic Product (GDP) declined between 2007 and 2012 and grew only 0.5% between 2011 and 2012, lagging higher average growth in New England and in the US.

¹ Associated Press. "US Census finds Maine the oldest state." Bangor Daily News. (May 26, 2011). Found at: <http://bangordailynews.com/2011/05/26/news/state/us-census-finds-maine-the-oldest-state/>.

² Charles Colgan. 2014 Maine Economic Forecast. University of Southern Maine: Muskie School of Public Service. Found at: http://usm.maine.edu/sites/default/files/muskie/Turning_the_Corner_Charles_Colgan_01_07_2014.pdf.

³ US Census Bureau. Quick Facts for Maine. Found at: <http://quickfacts.census.gov/qfd/states/23000.html>.

⁴ New England Board of Higher Education analysis of US Census Bureau data. Trends & Indicators: Demography. Found at: http://www.nebhe.org/wp-content/uploads/Fig_DEM01_2013.png.

- The State’s workforce must grow to 771,000 by 2020 to match the Council’s employment benchmark, yet the State’s current workforce of 709,000 is projected to lose 20,000 workers by 2020.⁵

In 2012, unemployment rates in Maine by level of educational attainment for those age 25 and older demonstrated the value of education in a difficult economy: those with a bachelor’s degree or higher fared best at 2.6%; those with some college or an associate degree experienced a 6% rate; those with a high school diploma, a 9.7% rate. Those with less than a high school diploma fared worst: 12.7%.⁶

Maine has lost ground in its efforts to raise its rate of higher educational attainment in citizens 25 and over. Between 2011 and 2012, Maine’s rate actually decreased slightly from 37.3% to 37.0%, while the New England average grew from 44.1% to 44.6%. The US average grew from 36.3% to 37.1%.

Two equally troubling facts: Maine’s poverty rate increased from 13.3% to 13.9% between 2011 and 2012, and its level of food insecurity grew to 14.9% in 2012, exceeding both New England (13%) and the US (14.7%).⁷ In response to this difficult situation, some US colleges—including Southern Maine Community College—have started on-campus food pantries for students in need.

In summary, Maine is facing a workforce that is decreasing in size, is aging, and is not gaining ground in educational attainment. This is in direct contradiction to the trends in workforce demands for 2020.

The Demands of an Evolving Workplace

The speed and complexity of workplace change have been discussed for at least 30 years and have taken on an increased sense of urgency. Changes in technology have driven new industries and transformed traditional ones. Labor market demands have also continued to evolve, valuing greater efficiency and productivity, demanding new and higher-level occupational skill sets, and sometimes requiring the relocation of jobs to take advantage of lower-cost labor or specialized skills.

A 2013 Georgetown University forecast indicates there will be 55 million job openings in the US, 24 million resulting from new jobs created and 31 million from retirements. In Maine, job

⁵ Maine Development Foundation for the Maine Economic Growth Council. “Measures of Growth in Focus; 2014.” (March 2014). Found at: http://mdf.org/megc_mogreport.php.

⁶ Center for Workforce Research and Information. “Demographics of Employment and Unemployment in Maine.” Maine Department of Labor. Found at: <http://www.maine.gov/labor/cwri/cps.html>.

⁷ Maine Development Foundation for the Maine Economic Growth Council. “Measures of Growth in Focus; 2014.” (March 2014). Found at: http://mdf.org/megc_mogreport.php.

growth between 2010 and 2020 is expected to grow 10%, to 713,670 jobs.⁸ The projected decline in Maine’s workforce to 690,000 by 2020 raises significant public policy issues for the State.

In the 2020 economy, the distribution of jobs—both in the nation and in Maine—is heavily weighted toward attainment of post-secondary credentials. Nationally, 65% of jobs are expected to require some level of post-secondary education; 33% will require some college, an associate degree, or a post-secondary certificate.

In Maine, 66% of jobs will require post-secondary education; 36% will require some college, an associate degree, or a post-secondary certificate. And most of the job growth will occur in fields demanding both higher levels of education and a command of technology, such as health care, STEM (science/technology/engineering/math), and managerial/professional office.⁹ These projections offer both predictions of positive potential for Maine and a sobering picture of the consequences of the current lack of progress in post-secondary credential attainment, with its resulting skills gap.

In December 2012, the Maine Legislature appointed a Joint Select Committee on Maine’s Workforce and Economic Future to examine workforce training and the skills gap in the State. Inadequate alignment of worker skills to available jobs can keep willing citizens from obtaining better jobs and inhibit employers from growing their businesses in Maine. Part of the Committee’s work resulted in the creation of a comprehensive strategic plan by Maine’s public education leaders. This plan addresses the training and education needs of the State’s workforce, July 1, 2014-June 30, 2019.¹⁰ Plan activities will be accomplished within anticipated State funding and represent only one step toward filling the gap in workforce preparation for 2020.

Government Funding

Maine is not unique in experiencing a set-back from the 2008 financial crisis and recession. Though pressure on Maine’s fiscal health existed earlier, a new emphasis on fiscal sustainability—the ability of state government to meet program commitments into the future—took hold here as in many other states. The interconnection among federal, state, and local budgets has grown, as have the challenges of the cost of health care, its related impact on

⁸ Carnevale, Anthony P.; Smith, Nicole; Strohl, Jeff. “Recovery: Job Growth and Education Requirements through 2020.” Center of Workforce Education, Georgetown Public Policy Institute, Georgetown University. (June 2013.) Found at: <https://cew.georgetown.edu/report/recovery-job-growth-and-education-requirements-through-2020>.

⁹ Carnevale, et al., <https://georgetown.app.box.com/s/tl10zkxt0puz45hu21g6>.

¹⁰ Maine Education Coordinating Committee. Statewide Education and Workforce Development Strategic Plan. Maine Community College System. (January 2014).

the growing complexity and cost of entitlement programs, and the general dissatisfaction with the effectiveness of tax systems.¹¹

Maine State budgets have been strained recently, especially during the past five fiscal years, causing shifts in funding due to revenue shortfalls and changing political priorities. From 2002 to 2014, MCCS experienced a 79% increase in fall student enrollment. For the corresponding fiscal years, State appropriations increased just 35%, representing a 25% decline in State appropriations per student. Enrollment growth has meant increased tuition revenue; however, this revenue has been offset by the costs of serving many more students and continued increases in the costs of health insurance, employer contributions for employee retirement, and energy costs.

Increases in tuition revenue fall short of addressing years of underfunding and needed investment for the future. As a result, the colleges have been severely limited in their ability to expand and upgrade facilities, equipment, and programs. This has made it difficult for them to keep pace with rapid technological change within both the classroom and the workplace.

Founded in 2009, The Foundation for Maine's Community Colleges is dedicated to ensuring that the State's seven community colleges have the resources to provide a high quality and affordable college education for Maine people. To date, the Foundation has raised nearly \$28 million, which has enhanced access to education and economic opportunity for Maine people and provided Maine employers with a highly trained and skilled workforce. As the colleges enter their second decade as comprehensive community colleges, the Foundation is focused on securing support for Student Success Initiatives, equipment, and facilities as identified by the Maine Community College System. Even with increased private support, covering the cost of providing relevant, competitive, and affordable education to Maine people will continue to be a challenge.

The Student Success Agenda

Changing demographics and the demands of an evolving workplace and economy have increased dramatically the need for a more educated workforce, both in Maine and across the country. For more than a decade, the focus has been on increasing access to higher education by opening the doors to higher education to enable more Maine people to get the skills and knowledge they need to build a solid career and a stronger economy. The success of this effort can be seen in the growth of Maine's community colleges since they transitioned from technical colleges. Today, 8,000 more students are enrolled each year in the MCCS than was true in 2003.

¹¹ Ward, Robert B.; Dadayan, Lucy. "State and Local Finance: Increasing Focus on Fiscal Sustainability." The Nelson A. Rockefeller Institute of Government. (June 2009.) Found at: http://www.rockinst.org/in_print/wardr/2009-05-Publius-fiscal_sustainability.aspx.

However, that growth has been achieved on an extremely limited budget that has not allowed the colleges to put in place many of the supports necessary to help more students persist in their studies, complete a degree, and reach their educational goals. As our institutions enter their second decade as community colleges, it has become imperative that the focus shift more intently to accountability and student success.

Maine is far from alone in this important work. Significant attention is now being paid nationwide to persistence and graduation rates. As demand increases for more individuals with a college credential, so, too, does the call for greater accountability and clearer measures to track student and institutional progress. Increased accountability measures will need to take into account student confidentiality protections and the ability to access the related data bases.

Accountability

In 2006, the Commission on the Future of Higher Education created by Secretary of Education, Margaret Spellings, issued its report, *A Test of Leadership: Charting the Course for US Higher Education*,¹² aimed squarely at the need for fundamental reform in higher education. The report declared that higher education must become more efficient and productive, become more accountable to its constituents, provide more useful information to its consumers, and manage itself using better data.

By 2009, in response to growing concerns about student outcomes, the American Association of Community Colleges chose to respond to the call for better results through voluntary measures, joining in the creation of the Voluntary Framework of Accountability (VFA).

At the same time, other initiatives began to focus on pieces of the accountability agenda and push for progress. Perhaps the initiative with the most far-reaching impact and greatest controversy was the White House's introduction in early 2013 of the online College Scorecard¹³ which sought to provide better consumer data by enabling students and their parents to compare colleges on a number of factors: cost, financial aid, debt levels, and outcomes, such as graduation, transfer, and employment rates.

This was followed quickly by the proposed federal Student Right to Know Before You Go Act, which would require accredited higher education institutions to provide more specific longitudinal and segmented data on student progress and outcomes, including employment and earnings. At the same time, a long discussion began on requiring both public and private colleges to provide evidence that students could achieve "gainful employment" in career certificate programs, measured by ratios of earnings to debt.

¹² US Department of Education Secretary's Commission of the Future of Higher Education. "A Test of Leadership: Charting the Course for US Higher Education." (September 2006).

¹³ The White House. College Scorecard. Found at: <http://www.whitehouse.gov/issues/education/higher-education/college-score-card>.

These steps to improve accountability benefit consumers, but the cost of compliance further challenges community college budgets. Maine’s community colleges have made an investment in upgrading their student information systems in recent years, and MCCS is implementing the reporting capability necessary to support student success initiatives system-wide. Efforts are also underway to more efficiently and consistently measure student outcomes, including completions, employment, and earnings at the system level.

As with any fundamental change in a system as complex as higher education, questions remain about where these efforts will lead and what will be required to implement them. Regardless, MCCS sees a commitment to accountability for student success as a way to improve its contribution to the State’s people and economy.

Student Success

With additional emphasis on student success, community colleges have begun to examine every aspect of their academic programs and operations to identify and remove any institutional barriers to student achievement. This has meant defining appropriate measures of success, collecting more comprehensive data, and testing and refining new strategies aimed at improving student outcomes. A renewed emphasis on student success may also require refocusing—and adding to—current faculty, staff, and funding.

Although more than half the undergraduates in the nation are enrolled in community colleges, the three-year graduation rate is only 19.5%. In Maine, that figure is 21.8%.¹⁴ When persistence, transfer, and graduation are factored in, the MCCS student success rate increases to 55% for full- and part-time matriculated students. The 2015-2020 Strategic Plan seeks to increase that rate to 65% for the entering fall 2019 cohort of matriculated students and includes objectives and measures designed to make that goal a reality.

Several higher education issues that are central to student success and to the Strategic Plan are detailed in the sections that follow.

Remediation and Retention

No discussion of student success can overlook the impact of remediation on retention and completion. Community colleges—in Maine as well as nationally—are the gateway to higher education for many students. They actively recruit students from all walks of life and all stages in their higher education journey: high school students exploring career or transfer options, adults seeking career advancement, workers in transition, and returning veterans. This has led to high rates of entering students who require some form of remedial coursework before they are prepared for college-level work. Within the MCCS in fall 2014, nearly 50% of all first-time,

¹⁴ MCCS - National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) and National Center for Education Statistics, Digest of Education Statistics 2014 - Table 326.20

degree-seeking MCCS students and 46% of those coming directly from a Maine high school enrolled in one or more remedial courses.

National data shows that, of the 52% of students who enter a two-year college and enroll in remediation, only 22% complete remedial and associated college-level courses within two years, and only 9.5% graduate within three years.¹⁵ And the students who require remediation but do not enroll in recommended courses are even less likely to persist and experience academic success. MCCS experience reflects national experience.

Accelerating remediation can improve retention by reducing the opportunities for students to exit.¹⁶ At the same time, providing additional academic and personal supports can help students achieve completion.¹⁷

To that end, the MCCS is exploring steps to address academic preparation and long-term student success by introducing an intensive college readiness experience at no cost to students and before they matriculate in a degree program. Early results from EMCC's college-readiness pilot show that of the 48 students who attended the summer 2014 academy, 96% completed the program, 92% have moved from remedial to college-level English, and 85% improved their math placement scores. A major challenge will be identifying ongoing funding to bring to scale any successful pilots.

Student Engagement

Research shows that the more engaged community college students are—in learning, in their college communities, and with faculty—the more likely they are to persist, achieve academically, and complete a degree.¹⁸

Nationally, the reduction in state funding and growth in enrollment in recent years have increased the reliance on part-time, or adjunct, faculty, who teach 58% of community college courses and 53% of community college students.¹⁹ Adjunct faculty play a substantial role in students' education, yet this role may not require extensive knowledge of college requirements and resources or the expectation of providing support to students beyond course content.

¹⁵ Complete College America. "The Game Changers: Co-requisite Remediation." Found at: <http://completecollege.org/the-game-changers/#clickBoxTan>.

¹⁶ Community College Research Center. Designing Meaningful Developmental Reform. "What We Know About Accelerated Developmental Education." (March 2014). Found at: <http://ccrc.tc.columbia.edu/media/k2/attachments/accelerated-developmental-education.pdf>.

¹⁷ Karp, Melinda Mechur. "Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College." Working Paper No. 28. Community College Research Center. (February 2011). Found at: <http://ccrc.tc.columbia.edu/publications/non-academic-student-support-mechanisms.html>.

¹⁸ Center for Community College Engagement. "Why focus on student engagement?" Found at: http://www.ccsse.org/center/about_cccse/focus.cfm.

¹⁹ Center for Community College Student Engagement (2014). "Contingent commitments: Bringing part-time faculty into focus," a special report from the Center for Community College Student Engagement. Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership. Found at: http://www.ccsse.org/docs/PTF_Special_Report.pdf

Many adjuncts teach developmental courses or “gateway” courses—those foundational, remedial, or college-level required courses that are highly correlated with student success. Students in these courses are often the most academically vulnerable in terms of achievement and retention. While more advanced students are likely to approach the faculty within their program of study for advice in their areas of expertise, newer students may have a connection only to adjunct faculty for guidance on what college services might help them.

Other factors that have an impact on student engagement include family obligations, work commitments, long commutes, and financial concerns.

- 26% of MCCS students spend more than 30 hours a week caring for dependents,
- 31% have children living with them,
- 31% work more than 30 hours per week in addition to attending classes,
- 29% spend more than 5 hours per week commuting to class, and
- 82% of full-time, degree-seeking students receive some form of financial assistance.

While work can distract from academic focus and affect persistence, it can also provide skills and experience valuable to students seeking employment or building a career. Studies indicate a positive impact on performance, retention, and student engagement for students who work part-time for moderate hours on their college campus.²⁰ The MCCS has made a commitment to provide additional work-study jobs for students at each college who have financial need, whether or not they qualify for Pell assistance.

Affordability

Given Maine’s income levels and student demographics, it is no surprise that the majority of MCCS students need financial assistance. In 2012-2013:

- 50% of all students and 62% of first-time, full-time, degree/certificate-seeking students received Pell grants.
- 44% of all students and 52% of first-time, full-time, degree/certificate-seeking students received federal student loans.
- 88% of first-time, full-time, degree/certificate-seeking students received some form of financial aid.

This is in spite of the fact that the MCCS has resisted onerous cost increases for students by freezing tuition in seven of the last 15 years. MCCS raised tuition for both 2013-14 and 2014-15 by just \$2 per credit hour, or \$60 per year for a full-time, in-state student. MCCS tuition and fees are now the lowest in New England and equal to the national average. In an MCCS 2013 Ability to Pay Study²¹ 66% of student respondents said that if tuition were increased by \$5 per

²⁰ Noel-Levitz. White Paper—“Enhancing Student Success by Treating ‘Student Jobs’ as ‘Real Jobs’” (2010).

²¹ Center for Applied Research, “Maine Community College Students’ Ability to Pay Study” (2013).

credit hour (an average of \$150 per year for a full-time student), they would likely decrease the number of credits they took; 24% said it might impact their attending college at all. This shows the narrow margin of price sensitivity for MCCS students and reinforces the effect State financial support has on college attendance and completion.

Furthermore, although many community college students qualify for Pell grants—federal aid of up to \$5,730 for the 2014-2015 academic year—a significant number do not. And many of those students are at risk of being saddled with debt and/or leaving school for financial reasons before they can complete their degree. Nationally, while 78% of high school graduates from high-income families enroll in college, only 63% of those from middle-income families and 55% from low-income families pursue higher education. Once they enroll, middle-income children are only half as likely to complete college as their wealthier peers: they have a 25% completion rate, compared to 53% for children from families in the top income fifth.²²

College and Career Ready: Meeting the Needs of Students and Employers

Future enrollment will depend on continuing to attract recent high school graduates and working-age adults, serving the unique needs of both populations, and making sure they have access to programs and services that enable them to achieve both academic and career success.

Recent High School Graduates

Recent national data show that 27% of 2010 high school graduates enrolled in two-year colleges immediately after graduation,²³ while 23% of high school graduates in Maine that year enrolled in the MCCS.²⁴ Maine is now closer to the national average than in years past, likely the result of the economy, the increased visibility of these colleges as an entry point for jobs and further education, and because of the efforts MCCS has made to create pathways from high school to its colleges.

Advance placement courses and articulation agreements have long been methods for high school students to take courses that could result in college credits. For the past two decades, thousands of students have participated in MCCS high school-to-college transition programs. Currently Early College for ME serves 1,500 students each year, guiding them from junior year in high school through two years at one of Maine's community colleges.

²² Much of this section is taken from information in the White House Task Force on Middle Class Families Staff Report: "Barriers to Higher Education" http://www.whitehouse.gov/assets/documents/MCTF_staff_report_barriers_to_college_FINAL.pdf.

²³ National Center for Education Statistics. Digest of Education Statistics: Table 234. Found at: http://nces.ed.gov/programs/digest/d12/tables/dt12_234.asp.

²⁴ Silvernail, David L.; Sloan, James E.; Johnson, Amy F. "College Participation Rates of Maine's Recent High School Graduates: Examining the Claims." Center for Education Policy, Applied Research and Analysis. University of Southern Maine. (March 2013) Found at: <http://usm.maine.edu/sites/default/files/cepare/College%20Participation%20Rates%20for%20Maine.pdf>.

In addition, MCCC support for “dual enrollment” has grown in the past decade to become an accepted avenue for students to earn college credit and prepare for a successful transition to college while still in high school, often at little or no cost to them. Appropriately planned, dual enrollment allows students to reduce their college costs—both in dollars and in time-to-completion.

In fall 2014, MCCC provided 2,700 college courses—on campus, online, and at high schools or career and technical education centers—to 2,200 high school students. While there is substantial benefit to high school students taking college courses, dual enrollment also requires significant resources from the colleges and MCCC during a time of competing demands for resources.

Colleges often waive at least 50% of tuition and may waive up to 100% for those enrolled in dual enrollment courses. While there is great interest as a matter of national and state policy to ensure accountability and increase the availability of dual enrollment, further expansion is unsustainable for MCCC as currently funded. Exploring ways to address this financial strain is part of the strategic plan now being implemented by the State’s public education systems.

Adult Learners

The average age of MCCC students is 27, and non-traditional students (those 25 or older) represented 40% of fall 2013 credit enrollment.

In addition, the business and industry divisions at all seven colleges—often supported by training grants from the MCCC Maine Quality Centers (MQC) program—are able to provide customized, low-cost training to adults seeking to enter the workforce and those already employed. Last year, 99 businesses and organizations took advantage of this customized training to strengthen or expand their operations, benefitting nearly 1,500 workers.

In all, during 2013-2014, 4,140 people enrolled in MCCC non-credit courses to increase their skills through training and education. For some of these individuals, the courses serve as the first step in their journey to a college degree. For others, they offer an opportunity to upgrade the skills needed to progress within the workplace. As a result, the courses offer tremendous value to both the student and his or her employer. For these and other reasons, non-credit course offerings and customized training for business and industry are, and will continue to be, an important part of the work of the MCCC.

Conclusion

Since becoming a comprehensive community college system in 2003, MCCS has achieved an impressive level of growth with minimal additional public investment. During the same period, economic and demographic changes have had major influences on the programs and services we provide as well as the needs and expectations of students, businesses, and funders.

The System's mission is to serve the educational needs of Maine people and the workforce needs of Maine businesses by creating an educated, skilled, and adaptable labor force. This requires us to continue to be responsive to rapidly evolving educational and workforce needs. At the heart of what we do are our students: Their success is the best measure of our efforts and investments. To that end, the Maine Community College System's Board of Trustees has adopted the following goals for the next five years:

1. Achieve student success through improved persistence, transfer, graduation, and employment performance.
2. Support economic and workforce development.
3. Invest in college classroom equipment, facilities, and programs.
4. Maintain a high standard of accountability in all programs and services offered throughout the MCCS.

The next section of this plan contains the objectives and measures for each of these goals. Results will be reviewed annually. In order to be responsive to changing conditions, objectives and measures may be adjusted by the Board of Trustees as needed.

MAINE COMMUNITY COLLEGE SYSTEM
Strategic Plan
July 1, 2015 – June 30, 2020
FY16 – FY20

GOAL 1 ■ ACHIEVE STUDENT SUCCESS THROUGH IMPROVED PERSISTENCE, TRANSFER, GRADUATION, AND EMPLOYMENT PERFORMANCE.

Objective 1. Implement the Key Building Blocks for Student Success initiative as measured by improved student success rates (continued enrollment, transferred, graduated).

Measure 1

- Measure progress annually toward achieving a system-wide three year student success rate of at least 65% for the entering fall 2019 cohort of matriculated students.

Measure 2

- The System will seek funding to hire thirty (30) Student Success counselors system-wide to work with at least one-third of matriculated students in FY16.

Measure 3

- Report on persistence rate and graduation rate of students enrolled in pilot Student Success Initiatives at three years beginning in FY16.

Measure 4

- The System will seek funding to increase work-study opportunities for an additional 300 students in FY16.
- The colleges will report annually on the total number of students engaged in work-study opportunities beginning FY17.

Measure 5

- The System will seek additional funding to support staff professional development opportunities for the colleges in order to help address Student Success in FY16. If funding is available, the System will report annually on activities beginning FY17.

Measure 6

- Each college will develop a plan that provides greater support for and engagement by full-time and adjunct faculty in Student Success in FY16.
- Beginning FY17, each college will report annually on activities under its plan.

Measure 7

- The System will seek funding to acquire software to help monitor student progress in FY16 and report on its implementation.

Measure 8

- Beginning FY16, each college will report annually on progress toward reducing to 64 the number of credits required for graduation for each program of study by fall 2019. *(Programs requiring more than 64 credits by an accreditation body are exempt.)*

Measure 9

- Colleges conduct and report on surveys of student engagement and satisfaction with goals to meet or exceed the three-year cohort average of participating colleges for the Community College Survey of Student Engagement and to meet or exceed the national mean for two-year public colleges in the core services in the Noel-Levitz Student Satisfaction Inventory.
 - a. In FY16 conduct the Community College Survey of Student Engagement and report the results.
 - b. In FY17 report on college activities in response to the previous year's survey results.
 - c. In FY18 conduct the Noel-Levitz Student Satisfaction Inventory and report on the results.
 - d. In FY19 report on college activities in response to the previous year's survey results.

Objective 2. Ensure a high level of employment or continued education of graduates.**Measure 1**

- Maintain a system-wide combined rate of at least 90% of graduates continuing their education and/or employed during the third to sixth quarter after graduation.

Objective 3. Ensure that MCCS programs are affordable**Measure 1**

- To help inform Trustees regarding college affordability for Maine people, MCCS will conduct a review of Maine students' ability to pay every three years, with the first review due by December 31, 2016.

Measure 2

- Report annually on scholarships awarded and waivers granted system-wide.

Measure 3

- Report annually on the unduplicated number of high school students enrolled in college courses and the number of total credits attempted and earned.

GOAL 2 ■ SUPPORT ECONOMIC AND WORKFORCE DEVELOPMENT.

Objective 1. Increase credit and non-credit headcount generated by serving business and industry.

Measure 1

- Beginning FY16, report annually on the unduplicated headcount (non-Maine Quality Centers) generated by college divisions serving business and industry. Based on FY16 and FY17 results, a performance goal will be established beginning FY18.

Measure 2

- Beginning FY16, report annually on the number of individuals trained in traditional, college, and incumbent MQC projects. Based on FY16 and FY17 results, a performance goal will be established beginning FY18.

GOAL 3 ■ INVEST IN COLLEGE CLASSROOM EQUIPMENT, FACILITIES, AND PROGRAMS.

Objective 1. Identify infrastructure needs and report on investments to help address those needs.

Measure 1

- Beginning FY16, each college will create an annual capital plan and detailed budgets that address short- and long-term needs.

Measure 2

- Beginning FY16, each college will report annually on investments made to address its capital needs listed in Schedule III of the biennial budget.

Measure 3

- Beginning FY16, each college and the System will report annually on the amount of cash and equipment, including grants, obtained.

Measure 4

- Campus Master Plans for each college will be reviewed during FY16.
- Plans requiring updates following the review will be revised by FY19.

Objective 2. Invest in strategic partnerships in support of efficient operations and the System's mission.

Measure 1

- Report annually by college on active partnerships that leverage resources which lead to efficient operations and delivery of services.

GOAL 4 ■ MAINTAIN A HIGH STANDARD OF ACCOUNTABILITY IN ALL PROGRAMS AND SERVICES OFFERED THROUGHOUT THE MCCS.

Objective 1. Ensure that standards are achieved in order to address the needs of students, employers, and the state.

Measure 1

- Colleges will continue to meet the requirements for accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

Measure 2

- Colleges will report annually on the programs requiring specialized external accreditation to ensure that standards are maintained.

Measure 3

- Colleges will conduct surveys of at least one-third of their Program Advisory Committees annually. Beginning in year four (FY19), surveys of one-half of Program Advisory Committees will be conducted annually.

Measure 4

- Colleges will maintain a minimum 93% success rate of graduates taking certification and/or licensure examinations as required for employment.

Measure 5

- Colleges will maintain an emergency response plan and conduct annual exercises.

Measure 6

- MCCS will achieve “unqualified” annual audit reports consistent with GASB.

Measure 7

- In FY16 the System will explore the feasibility of developing a system-wide data dashboard and report its findings to the Presidents’ Council.



APPENDIX C

FY16 Strategic Plan Report



FY16 Strategic Plan Report

March 2017

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Goal 1: Achieve student success through improved persistence, transfer, graduation, and employment performance.

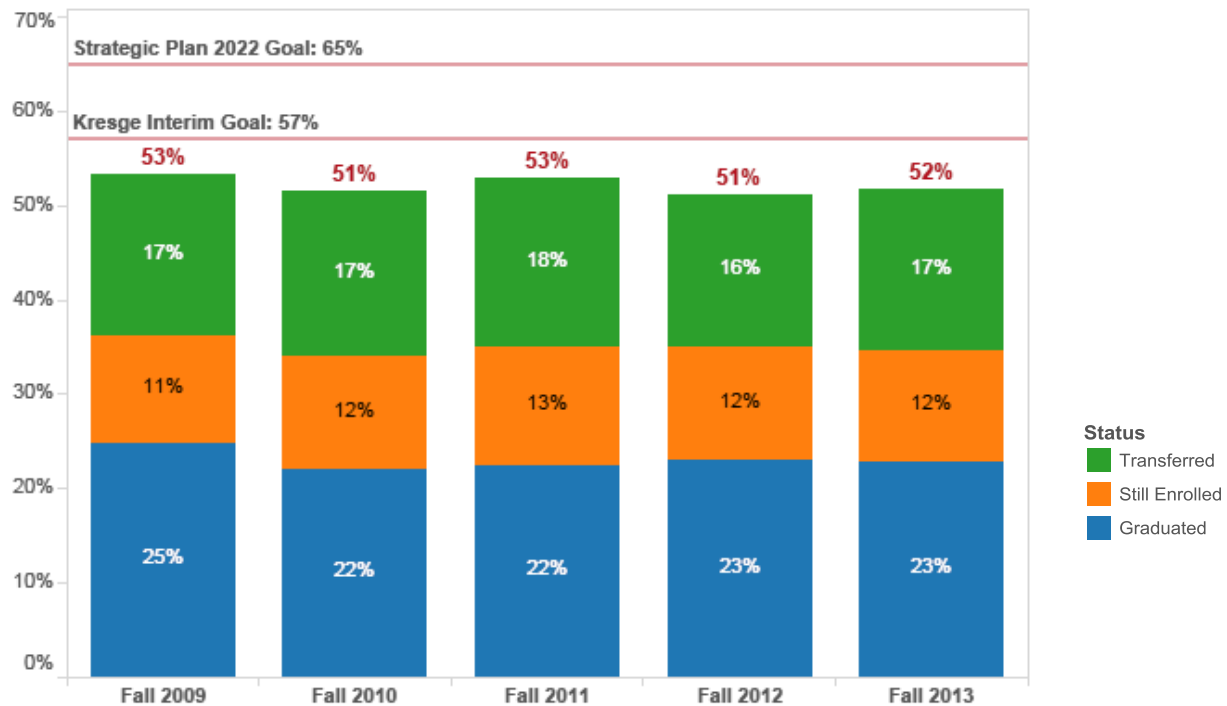
Objective 1. Implement the Key Building Blocks for Student Success initiative as measured by improved student success rates (continued enrollment, transferred, graduated).

Measure 1

Measure progress annually toward achieving a system-wide three year student success rate of at least 65% for the entering fall 2019 cohort of matriculated students.

For the purposes of this measure, and to track as broad a group of students as possible, the MCCS is reporting on the outcomes of *all* entering degree-/certificate-seeking students (both full- and part-time). The measure includes students who have graduated, transferred, or are still enrolled three years after entering one of the seven colleges. Data on the Fall 2014 cohort, the first to participate in current MCCS student success initiatives, will be available in Fall 2017. The cohort that enrolls in Fall 2017 will be the first to benefit from MCCS participation in Achieving the Dream.

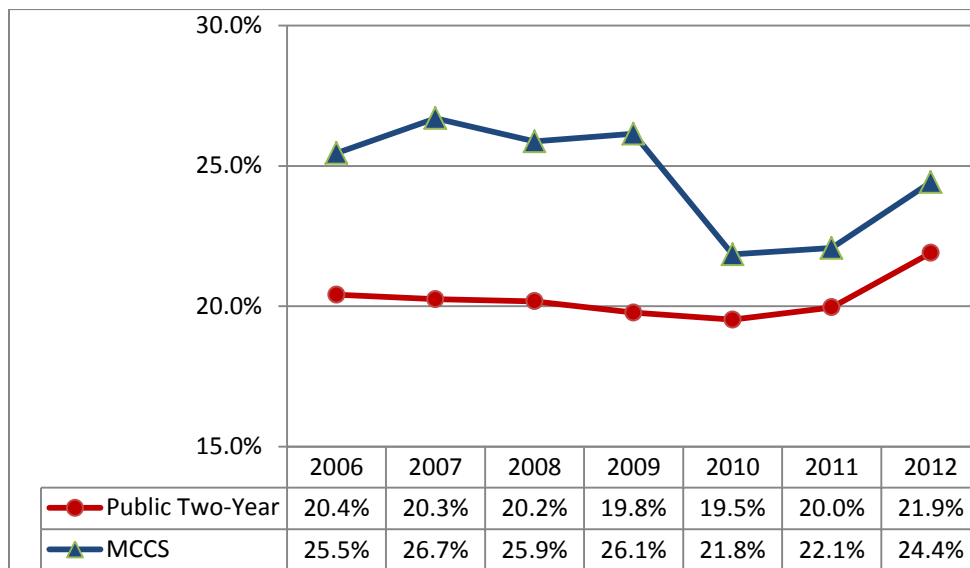
MCCS
Three-Year Outcomes of Entering Students
Cohort Type: All
Enrollment Status: All



The above data captures outcomes for the broadest possible group of MCCS students three years after they first enrolled in certificate and degree programs at one of our colleges. Comparable national rates are not readily available as those rates are typically focused on entering students who are enrolled full-time, for the first time, in a program of study. The rates also do not include data on students who transferred or are still enrolled.

The following chart includes cohort graduation rates for MCCS first-time, full-time degree-/certificate-seeking students compared to first-time, full-time degree-/certificate-seeking students at two-year public institutions nationwide.

**All Public Two-Year and MCCS
First-Time, Full-Time Graduation Rates at 150% Time to Completion, by Fall Cohort Year
Degree-/Certificate-Seeking Students**



NCES Integrated Postsecondary Education Data System (IPEDS) and Table 326.20, Digest of Education Statistics, 2015

Measure 2

The System will seek funding to hire thirty (30) Student Success counselors system-wide to work with at least one-third of matriculated students in FY16.

During FY16, the System together with The Foundation for Maine’s Community Colleges was successful in securing funding for new student success counselors at all seven of the colleges. A \$1.2 million grant from the John T. Gorman Foundation is funding one full-time navigator at CMCC, EMCC, and WCCC and two full-time navigators at YCCC, all for a period of three years beginning in FY17. An additional gift from Lisa Gorman will add navigators at KVCC, NMCC, and SMCC for the same period of time. These eight new positions will enable the colleges to provide additional support services to an estimated 1,800 additional underserved, at-risk, degree seeking students. Because the majority of MCCS student navigators are currently funded by grants and gifts, the System continues to seek ongoing funding from state appropriation. President Langhauser’s FY18/FY19 budget request to Governor LePage includes \$750,000 for 10 permanent navigator positions.

Measure 3

Report on persistence rate and graduation rate of students enrolled in pilot Student Success Initiatives at three years beginning in FY17.

During FY16, the colleges were engaged in two pilot initiatives aimed at improving student success: the Student Success Initiative and College Works for ME

The Student Success Initiative, which completed its second year in FY16, is targeted at improving the retention, graduation, and loan default rates of students who require some degree of remediation. The initiative supports college efforts to enroll as many students who require remediation as possible in a First Year Experience course for credit, either during the summer prior to enrollment or during a student's first or second semester.

College Works for ME seeks to strengthen retention and completion by fostering greater engagement in campus life, providing access to campus employers who can serve as mentors and guides, allowing students to construct their work schedule around their class schedule, and offering the opportunity to gain valuable work experience tied to a student's program of study. College Works for Me completed its first year in FY16.

Measure 4

The System will seek funding to increase work-study opportunities for an additional 300 students in FY16.

Beginning in FY16, the colleges received \$320,000 in funding from gaming revenues to implement the College Works for ME program, a five-year pilot designed to expand campus employment opportunities for MCCS students. The program is focused on strengthening retention and completion of those participating in it by fostering greater engagement in campus life, providing access to campus employers who serve as mentors and guides, allowing students to construct their work schedule around their class schedule, and offering the opportunity to gain valuable work experience tied to a student's program of study. Students selected to participate in College Works for ME may work up to 20 hours per week during a semester (fall, winter, summer).

In FY16, College Works for ME provided work/study opportunities to 133 students across the System.

To extend the reach of the College Works for ME program, The Foundation for Maine's Community Colleges included support for work study peer advisors in its 2016 request to the John T. Gorman Foundation (JTG). The JTG \$1.2 million dollar grant includes \$134,000 for these new student positions which have been added to the College Works for ME program in FY17.

- The colleges will report annually on the total number of students engaged in work-study opportunities beginning FY17.

Measure 5

The System will seek additional funding to support staff professional development opportunities for the colleges in order to help address Student Success in FY16.

The System together with The Foundation for Maine's Community Colleges pursued a major grant from The Kresge Foundation in FY16 to support efforts at each of the colleges to enhance student success. In September 2016, The Kresge Foundation awarded the MCCS \$810,000 to support this work through membership in the Achieving the Dream (ATD) network, a national initiative that aims to help more Americans achieve success in higher education. Participation in ATD will enable college staff to work one-on-one with national experts over the next three years, using evidence-based approaches to improving student outcomes.

In addition, at the request of the System President, The Foundation for Maine's Community Colleges provided funding to enable 13 MCCS faculty and staff along with six of the seven college presidents to attend ATD's annual DREAM Conference in Atlanta in February 2016. The conference brings together thought leaders from across the nation who are dedicated to helping more community college students succeed.

- If funding is available, the System will report annually on activities beginning FY17.

Measure 6

Each college will develop a plan that provides greater support for and engagement by full-time and adjunct faculty in Student Success in FY16.

Each college in FY16 has worked to plan for and develop strategies targeted at providing greater engagement by full-time and adjunct faculty in Student Success. These initiatives have included the following:

- Attendance at ATD's 2016 DREAM Conference by college teams that included combinations of presidents, faculty, and student support staff.
 - A commitment on the part of each of the colleges to join ATD as a statewide consortium and encourage faculty and staff at each institution to work in close collaboration with their peers across the System to enhance student success by sharing best practices and lessons learned.
 - Implementation of a range of student support strategies based on best-practices, including early warning systems¹ that provide faculty and staff with the information they need to identify and counsel at-risk students; new orientation and advising systems; streamlined academic pathways; identification of gateway courses, especially within the math curriculum; remediation pathways; and options for on-time graduation.
 - Targeted professional development of full and adjunct faculty that began in FY16 focused on student success strategies, particularly advising, early warning systems, students' first-year experience, and wrap-around services for students who are at risk.
 - Additional professional development tied to Achieving the Dream is underway in FY17, in anticipation of the seven colleges joining the ATD network in June 2017.
- Beginning FY17, each college will report annually on activities under its plan.

¹ Jenzabar Retention, an early-warning system, was introduced in FY16 at several of the colleges. Additional colleges are on track to implement the same system in FY17.

Measure 7

The System will seek funding to acquire software to help monitor student progress in FY16 and report on its implementation.

Through investment income and a grant to The Foundation for Maine's Community Colleges from the Bangor Savings Bank Technology Initiative, the MCCS raised \$110,000 to purchase and customize the Jenzabar Retention Management System. The system will make it possible for each of the seven colleges to build a custom predictive statistical model of key indicators (both demographic and academic) that assists faculty and staff in monitoring student progress and identifying students who are at-risk.

The System provides a quick status indicator for each student (green light, yellow light, red light). In addition, an Early Alert feature allows any faculty, staff, or student with login access to the portal to submit an alert. Alerts are monitored by the Retention Manager and assigned to appropriate individuals for follow-up. All communications are handled and tracked within the module, and reminders are generated if interactions are not completed in a timely fashion. The system also assists the Retention Manager in identifying students who are at high or medium risk so that early interventions can be put into place.

The colleges are currently at various stages of implementation.

Measure 8

Beginning FY16, each college will report annually on progress toward reducing to 64 the number of credits required for graduation for each program of study by fall 2019. (Programs requiring more than 64 credits by an accreditation body are exempt.)

With the exception of certain degree programs that are required by external accrediting bodies to include *more than* 64 credit hours in their graduation requirements, four of the colleges have completed the process of reducing to no more than 64 the number of credits required for graduation. The other three colleges are on track to complete the process by 2019.

Measure 9

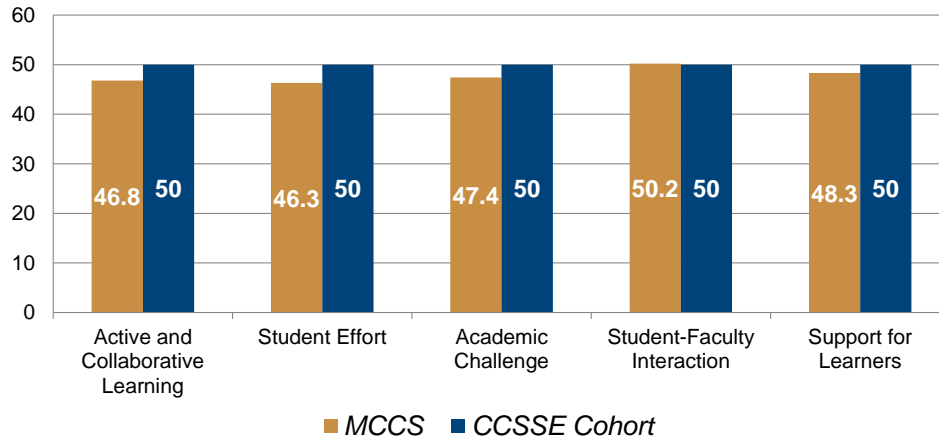
Colleges conduct and report on surveys of student engagement and satisfaction with goals to meet or exceed the three-year cohort average of participating colleges for the Community College Survey of Student Engagement and to meet or exceed the national mean for two-year public colleges in the core services in the Noel-Levitz Student Satisfaction Inventory. In FY16 conduct the Community College Survey of Student Engagement and report the results.

Each of the colleges administered the Community College Survey of Student Engagement during the 2015/16 academic year and received detailed reports on survey findings. The Director of Institutional Research presented an overview of the findings to the Presidents Council in fall 2016, and teams at each college are developing and implementing strategies to target areas of weakness or concern.

- In FY17 report on college activities in response to the previous year's survey results.
- In FY18 conduct the Noel-Levitz Student Satisfaction Inventory and report on the results.
- In FY19 report on college activities in response to the previous year's survey results.

The chart that follows compares MCCS benchmark scores to the CCSSE Cohort, providing an overview of the survey as a whole. The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

CCSSE 2016 Standardized Benchmark Scores for MCCS compared to CCSSE Cohort



- In FY17, the Strategic Plan calls for the colleges to report on activities in response to the FY16 survey results.

Objective 2. Ensure a high level of employment or continued education of graduates.

Measure 1

Maintain a system-wide combined rate of at least 90% of graduates continuing their education and/or employed during the third to sixth quarter after graduation.

MCCS 2014 Graduates Continuing Their Education and/or Employed

	Number of 2014 graduates*	Number of 2014 graduates who continued their education and/or were employed	Percentage of 2014 graduates who continued their education and/or were employed
CMCC	447	420	94.0%
EMCC	429	400	93.2%
KVCC	364	339	93.1%
NMCC	206	189	91.7%
SMCC	820	749	91.3%
WCCC	116	105	90.5%
YCCC	228	196	86.0%
MCCS	2,610	2,398	91.9%

*52 graduates who did not have a valid SSN or DOB are omitted.

Sources: Maine Department of Labor, National Student Clearinghouse, and MCCS Data Mart.

Ninety-two percent of students who graduated from a Maine community college between July 1, 2013, and June 30, 2014, continued their education and/or were employed within nine months of program completion. The results in the table above were obtained by first looking for continued enrollment at the same or a different institution and then sending a file of those not continuing to the Maine Department of Labor to match with wage records. Wage records are available only for those who are covered employees according to Maine unemployment insurance law. The self-employed, those working in other states, and federal employees are excluded. The number of graduates working while continuing their education is unknown.

Data on 2015 and 2016 graduates is not yet available from the Maine Department of Labor.

Objective 3. Ensure that MCCS programs are affordable

Measure 1

To help inform Trustees regarding college affordability for Maine people, MCCS will conduct a review of Maine students' ability to pay every three years, with the first review due by December 31, 2016.

The System Office submitted the MCCS Affordability Report for review by the Strategic Planning Committee at its January meeting. The report will be shared and discussed with the full board at its March meeting.

Measure 2

Report annually on scholarships awarded and waivers granted system-wide.

Grant Aid Awarded System-Wide in FY16

Type of Award	Source	FY16 Grant Aid Awarded
Federal Pell Grants	Federal	\$29,299,489
Supplemental Educational Opportunity Grants (FSEOG) and other federal grants	Federal	\$415,815
State of Maine Grant and other state grants and waivers	State of Maine	\$5,361,921
MCCS scholarships	Gaming funds and private gifts and grants	\$1,897,136
Institutional scholarships	Private gifts and grants	\$878,216
Other, including private scholarships	Various external sources	\$111,360
TOTAL		\$37,963,937

In addition to the FY16 grant aid detailed above, the Federal government (through the Federal Work Study program) and the MCCS (through its College Works for ME program) provide campus employment opportunities for students with financial need. In the 2014/2015 award year (the most recent available), the colleges were awarded \$546,486 from the federal government for this purpose.² In FY16, the

² Amount of federal work study awarded to the colleges in the 2014-2015 Award Year. Award amounts typically vary little from year to year - <https://studentaid.ed.gov/sa/about/data-center/student/title-iv>.

colleges awarded \$227,840 in gaming funds to support students through the College Works for ME program.

MCCS tuition and fees are waived either fully or in part for various populations based on State law or longstanding MCCS practice. Those currently eligible for waivers include: veterans and their dependents, foster children, senior citizens, Native Americans, MCCS employees and their dependents, and Maine high school students enrolled in MCCS courses.

Tuition and Fees Waived FY12-FY16

FY12	FY13	FY14	FY15	FY16
\$1,220,509	\$1,238,102	\$1,242,374	\$1,168,648	\$1,252,136

The waiver amounts listed here are from MCCS audited financial statements. A new enhanced billing system, currently under development, will enable MCCS to record and track waivers more accurately beginning in FY18.

Measure 3

Report annually on the unduplicated number of high school students enrolled in college courses and the number of total credits attempted and earned.

In 2016/2017, 3,390 high school students have enrolled in Maine community college courses. In FY17 we will have the capacity to report on total credits attempted and earned by these students.

Goal 2: Support Economic and workforce development

Objective 1. Increase credit and non-credit headcount generated by serving business and industry.

Measure 1

Beginning FY16, report annually on the unduplicated headcount (non-Maine Quality Centers) generated by college divisions serving business and industry.

Non-Credit & Contract Training Enrollment, FY16

	FY16
CMCC	512
EMCC	366
KVCC	620
NMCC	768
SMCC	2,142
WCCC	426
YCCC	796
MCCS	5,630

Includes non-credit courses offered to the public and contract training, both credit and non-credit. Figures do not include Maine Quality Center Projects.

- Based on FY16 and FY17 results, a performance goal will be established beginning FY18.

Measure 2

Beginning FY16, report annually on the number of individuals trained in traditional and incumbent Maine Quality Centers (MQC) projects.

During FY16, 802 individuals were trained through twenty-nine projects funded by grants from the Maine Quality Centers program. The training was delivered by the colleges, through their business and industry or academic departments. Eleven of the projects trained 421 potential new hires for companies that included Bath Iron Works, Pratt & Whitney, Irving Forest Products, and OnProcess Technology. Eighteen of the projects trained 381 incumbent workers at companies as varied as Hussey Seating, The Jackson Laboratory, Southworth International, and Mölnlycke Health Care.

- Based on FY16 and FY17 results, a performance goal will be established beginning FY18.

Goal 3: Invest in college classroom equipment, facilities, and programs

Objective 1. Identify infrastructure needs and report on investments to help address those needs.

Measure 1

Beginning FY16, each college will create an annual capital plan and detailed budgets that address short- and long-term needs.

In FY16, each of the colleges, with the exception of NMCC, created an annual capital plan and detailed budgets that address short- and long-term needs. NMCC maintains a list of capital projects and equipment needs should funding become available, and those capital needs are updated annually. The college has recently completed its new strategic planning process and this will provide the springboard for a long-range capital plan.

Measure 2

Beginning FY16, each college will report annually on investments made to address its capital needs.

The colleges spent \$17,466,682 on capital needs in FY16. Several colleges saw significant shifts in capital expenditures between FY14 and FY16. These include CMCC whose FY15 expenditures reflect construction of a new academic building housing the college’s business and life sciences programs, and NMCC whose FY14 expenditures were driven by the construction and renovation of the college’s Wellness Center using a gift from a private donor. Higher expenditures at many of the colleges in FY15 resulted from freezes being placed on bond funds in FY14. Those funds were made available to the colleges in FY15.

Capital Spending, FY14-FY16³

	FY14	FY15	FY16
CMCC	1,426,996	5,901,033	3,043,242
EMCC	612,799	2,163,921	2,698,649
KVCC	5,162,468	5,019,759	3,266,502
NMCC	4,899,036	1,162,361	996,376
SMCC	3,961,387	8,580,814	4,691,005
WCCC	268,935	497,539	1,681,715
YCCC	431,206	652,891	1,089,193
MCCS	16,762,827	23,978,318	17,466,682

³ Source: FYE Internal Budget Variance Reports—All Funds

Measure 3

Beginning FY16, each college and the System will report annually on the amount of cash and equipment, including grants, obtained.

The seven colleges and the System obtained \$14,329,512 in cash, equipment, and grants in FY16, a total that does not include nearly \$40 million in scholarship allowances to the MCCS from federal, state, and local sources of financial aid. The largest sources of non-scholarship federal funds included \$4.84 million from the U.S. Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. These funds supported the *Maine is IT!* initiative at each of the colleges as well as sustainable agriculture and sustainable building programs at KVCC. Another \$1.475 million funded Student Support Services Programs at each of the colleges through Department of Education TRIO grants. Other federal funds supported a regional advanced machining partnership, an energy services and technology project, and two grants from the National Aeronautics and Space Administration to strengthen Maine’s aerospace-related research and education assets.

Carl D. Perkins Career and Technical Education funds totaling \$2.225 million came to the MCCS from the U.S. Department of Education via a pass-through from the Maine Department of Education.

Federal, state and local, and nongovernmental grants and contracts less scholarship allowances, FY16⁴

	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC	System-wide	Total
Federal grants and contracts	8,312,676	5,480,044	6,917,156	2,496,386	12,200,890	1,550,814	3,483,553	89,847	40,531,366
State and local grants and contracts	1,096,559	916,591	647,250	322,875	2,774,179	192,817	412,875	2,230,537	8,593,683
Nongovernmental grants and contracts	794,153	667,618	870,079	204,536	675,610	48,207	703,235	178,717	4,142,155
Less: scholarship allowances	(7,372,827)	(5,925,540)	(4,820,093)	(2,302,195)	(12,045,249)	(1,447,062)	(3,108,953)	(2,858,494)	(39,880,413)
Net grants and contracts	2,830,561	1,138,713	3,614,392	721,602	3,605,430	344,776	1,490,710	(359,393)	13,386,791
Gifts	14,200	1,447	14,814	53,128	213,914	19,665	70,000	56,154	443,322
Capital grants and gifts	8,400		70,600	22,424	397,975				499,399
TOTAL	2,853,161	1,140,160	3,699,806	797,154	4,217,319	364,441	1,560,710	(303,239)	14,329,512

⁴ Source: MCCS Audited Financial Statements, Schedule of Expenditures of Federal Awards, Year Ended June 30, 2016.

Measure 4

Campus Master Plans for each college will be reviewed during FY16.

With the exception of YCCC, all colleges reviewed their campus master plans in FY16. A review of the YCCC Master Plan is scheduled for Spring 2017, as the construction of its new academic building nears completion.

- Plans requiring updates following the review will be revised by FY19.

Objective 2. Invest in strategic partnerships in support of efficient operations and the System’s mission.**Measure 1**

Report annually by college on active partnerships that leverage resources which lead to efficient operations and delivery of services.

All seven of the community colleges have forged close partnerships with local civic and governmental entities, public safety agencies, area high schools, career and technical education centers (CTE’s), and employers who provide internship opportunities and clinical placements for students. In addition, each of the colleges has established articulation agreements with other colleges and universities to ensure smooth transfer from one institution to another.

Asked to highlight partnerships that have been especially important in FY16 and have enabled them to leverage their resources in meaningful ways, the colleges listed the following partners, among many others:

Central Maine Community College

Ford Asset
Gene Haas Foundation
Central Maine Conditioning Clinic

Eastern Maine Community College

Eastern Maine Medical Center
Eastern Maine Healthcare Services
Maine Coast Memorial Hospital
Eastern Maine Development Corporation
Penobscot Job Corps
Penquis CAP, Inc.

Kennebec Valley Community College

Educare Central Maine (KVCAP)
Maine General Hospital

Northern Maine Community College

University of New England
Houlton Regional Hospital
Catholic Charities/ Americorps
The Aroostook Medical Center
Eastern Maine Health Services

Southern Maine Community College

Spurwink
Maine Manufacturing Extension Partnership
Goodwill Workforce Solutions
New Mainers Resource Center and Portland Adult Education
Midcoast Regional Redevelopment Authority

Washington County Community College

Passamaquoddy Tribe
Coastal Enterprises Incorporated
Calais Regional Hospital
University of Maine at Machias
Axiom Technology
Family Futures Downeast
Dead River Corporation
Aroostook County Mental Health Agency
Child and Family Opportunities
Community Caring Collaborative

York County Community College

Portsmouth Naval Shipyard
Pratt & Whitney

Goal 4: Maintain a high standard of accountability in all programs and services offered throughout the MCCS

Objective 1. Ensure that standards are achieved in order to address the needs of students, employers, and the state.

Measure 1

Colleges will continue to meet the requirements for accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

If FY16, all seven of Maine's community colleges remained in compliance with the accreditation standards of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. The colleges have now begun preparing for their ten-year accreditation review. Four will be reviewed in spring of 2018 (CMCC, KVCC, NMCC, SMCC) and have begun work on their self-studies. The other three colleges (EMCC, WCCC, YCCC) will undergo their reviews in spring of 2019.

Measure 2

Colleges will report annually on the programs requiring specialized external accreditation to ensure that standards are maintained.

Forty-two programs of study within the MCCS are accredited by an external accrediting body. These programs are mostly in health care and automotive technology. Each of the 42 programs continues to meet accrediting standards. Most of the programs are reviewed and accredited every five or ten years. In FY16, five of these programs underwent site visits by the accrediting body or were awarded continued accreditation. Ten more will undergo similar reviews in FY17.

Measure 3

Colleges will conduct surveys of at least one-third of their Program Advisory Committees annually.

Each of the colleges surveyed at least one-third of their Program Advisory Committees in FY16.

- Beginning in year four (FY19), surveys of one-half of Program Advisory Committees will be conducted annually.

Measure 4

Colleges will maintain a minimum 93% success rate of graduates taking certification and/or licensure examinations as required for employment.

96.2% of 2015 MCCS graduates who took a state or national licensure exam were successful in earning the certification they need to work in their chosen field.

Measure 5

Colleges will maintain an emergency response plan and conduct annual exercises.

All seven of the colleges maintain an emergency response plan and, with the exception of WCCC, conducted annual exercises in FY16. WCCC revamped its emergency response plan in 2016. The new plan will be presented to the WCCC community during the second week of classes in January 2017, leading to practice exercises during the spring semester.

Measure 6

MCCS will achieve “unqualified” annual audit reports consistent with GASB.

In FY16, the MCCS again achieved “unqualified” audit reports consistent with GASB.

Measure 7

In FY16 the System will explore the feasibility of developing a system-wide data dashboard and report its findings to the Presidents’ Council.

The MCCS Office of Institutional Research has developed several draft dashboards which it presented to the Presidents Council for review and feedback during the fall 2016 semester. (A sample from the student success dashboard is included on page 1 of this report in response to 1.1.1.) The Office of Institutional Research is currently modifying and further developing the dashboards to reflect the presidents’ input and to prepare for the implementation of the Achieving the Dream initiative in June 2017.



APPENDIX D

Maine Quality Centers FY17 Annual Report



Maine Quality Centers Program FY 2017 Annual Report

Submitted to the 128th Maine Legislature's
Joint Standing Committee on Labor, Commerce, Research and Economic Development

Summary

The Maine Quality Centers (MQC), a program of the Maine Community College System, was created in 1994 by the Maine Legislature to meet the workforce education and training needs of new and expanding businesses in the state and provide new employment and career advancement opportunities for Maine people. The program provides grants to Maine employers to fund customized new-hire or incumbent-worker training delivered by the Maine Community College System.

Since its inception, the program has served 237 new or expanding Maine businesses, 15,068 Maine people have been trained for new positions, and 1,356 incumbent workers across the state have upgraded their skills.

The program provided support to Maine employers, incumbent workers, and new hires through the following projects which were active between July 1, 2016 and June 30, 2017. Projects which continued from a prior year include projections and results for the entire project.

FY17 Project Activity

- Total active projects in FY17: 31
- MQC FY17 project expenditures: \$557,688
- Total projected MQC investment in these projects: \$1,586,476
- Total projected job creation: 901
- Total trained as of 06/30/17: 1,393
- Total hired as of 06/30/17: 602
- Average project wage: \$18.06
- Total estimate of related private investment \$266,992,720

Overview and Activities

MQC's statutory mission is "...to meet the workforce education and training needs of new and expanding businesses in the State and provide new employment and career advancement opportunities for Maine people." The statute defines three primary purposes for the program; *job creation*, *workforce preparation* and *creating partnerships*. The program's public benefit is to serve the employer's need for additional skilled workers, give trainees portable work skills to compete in today's workforce, and establish and maintain relationships that support regional economic growth.

The program is coordinated by a state director, with individual project services delivered by the system's seven colleges. Project funding supports customized training activities, as well as applicant recruitment and screening when appropriate. Most services are provided directly by a community college, although the statute provides for coordination with other education and training providers if necessary. The program's budget for FY 2017 was \$1,488,777, a figure that included \$500,000 for the Put ME to Work initiative.

The program utilizes four approaches to meeting the training needs of Maine's workforce:

- **New-hire training:** MQC provides grants to Maine employers to support customized training for new and prospective hires. Projects are selected for funding based on the number of net new jobs, the skill level of the positions, wage and benefit levels, training required, possible return on public investment and other pertinent labor market considerations.

During FY17, MQC, in partnership with the state's community colleges, provided customized workforce training to some of Maine's largest employers (Bath Iron Works, Pratt & Whitney), some of its fastest growing companies, and several new and promising start-ups.

Training was delivered across a wide array of industries and in a variety of "hard" and "soft" skills, among them: supervisory skills, leadership skills, MS Office, project management, time management, communication, business writing, lean manufacturing, welding, eldercare services, food science, ServSafe, safety, financial management, electricity, commercial sewing, marine design, high-pressure boiler, and first aid/CPR.

- **Incumbent-worker training:** Based on the need for greater incumbent-worker training options, as identified by the Maine Legislature's Joint Select Committee on Maine's Workforce and Economic Future, MQC began in FY14 to pilot training to employers' incumbent workers. Employers with over 100 employees pay 50% of the project costs, while employers with employment levels between 51 and 100 pay 25% of costs. No match is required of employers with 50 or fewer employees. Over the past four years, this offering has served 44 Maine businesses, updating the skills of 1,356 employees. The demand for incumbent-worker training has been great and this option will continue to be part of the MQC grant portfolio.

Of total MQC activity in FY17, incumbent-worker training accounted for the following:

Incumbent training projects:	20
MQC FY17 project expenditures:	\$172,082
Total projected MQC investment in active projects:	\$375,652
Number projected to be trained:	904
Number trained as of 6/30/17:	706
Average incumbent project wage:	\$19.91
Employer project match:	\$105,547
Estimate of other related private investment:	\$66,126,906

- **College initiated projects:** Community colleges that have identified areas of in-demand training for unemployed or underemployed Maine residents in their localities may also submit applications directly to MQC. A current example of this type of project is York County Community College’s Future for ME project. To meet the demand from multiple employers for skilled machinists in York County, an MQC grant is funding the costs of instruction for two groups of 12 students each in a one-year certificate program in precision machining operations. One group has completed and another will begin this fall. The college partnered with another funder for recruitment and advising.
- **Put ME to Work:** Created in the first session of the 127th Maine Legislature, the Put ME to Work Program is designed to address demonstrated training needs for occupations that offer competitive wages and benefits. Projects need to include strong partnerships between business, industry, and the community colleges and require a 50% cash and/or in-kind match by the employer or industry applicant. During FY17, the first project under this option began for the Professional Logging Contractors of Maine. It is expected to complete during FY18.

The attached tables provide an overview of all MQC projects that received funding in FY17. Incumbent projects are listed separately. Each project is summarized in its entirety and includes the projected total number of new jobs, projected incumbent worker trainees, and other data reported through the end of the fiscal year. Numbers of trainees and hires are project totals and may include numbers from previous years. The start date reflects the date the project was approved. Individual columns capture both the total value of the project, an expenditure that may be made over multiple fiscal years, and the actual expenditure level for the reporting period. Training and hiring activity may not yet be reportable for some newer projects. The charts also include employer estimates of their annual investments in increased payroll and capital.

Maine Quality Centers Annual Report to the Legislature

July 1, 2016 – June 30, 2017

FY17 EXPENSES	NEW-HIRE PROJECTS	LOCATION	COLLEGE	START DATE	PROJ. JOBS	APPLI-CANTS	TRAINED ¹	HIRED	PROJ. AVG. WAGE	MQC INVESTMENT	PRIVATE INVESTMENT
\$15,527	American Roots Wear	Portland	SMCC	1/9/17	6	36	0	0	\$10.50	\$28,815	\$ 131,040
10,027	Bath Iron Works	Bath	SMCC	10/6/14	306	254	279	254	18.56	134,144	5,096,000
6,999	Central Maine Meats	Gardiner	KVCC	4/4/16	10	7	7	7	13.71	8,353	145,000
5,553	Jøtul North America	Gorham	SMCC	5/15/15	8	16	54	16	13.67	30,120	800,000
69,054	KVCC Respiratory Therapy	Fairfield	KVCC	9/1/15	25	44	25	19	21.58	138,511	0
25,900	North East Mobile Health Services	Scarborough	SMCC	1/17/17	18	15	6	0	10.50	25,900	357,600
78,905	OnProcess Technology	Belfast	EMCC	2/3/16	326	185	185	185	11.38	175,625	8,500,000
86,132	Pratt & Whitney	No. Berwick	YCCC	2/23/15	150	107	107	107	16.64	250,000	184,250,000
12,790	Professional Logging Contractors of Maine	Millinocket	NMCC	3/22/17	12	13	0	0	12.53	197,688	197,984
0	RF Chamberland	Presque Isle	NMCC	10/5/15	16	26	11	8	14.75	51,669	1,200,000
74,718	YCCC Future for ME	Wells/Sanford	YCCC	8/30/16	24	13	13	6	17.91	170,000	188,190
\$385,605	11 Projects				901	716	687	602	\$14.70	\$1,210,825	\$200,865,814

¹The number trained may be greater than the number of projected jobs and applications in projects that train existing workers and new hires.

Maine Quality Centers Annual Report to the Legislature

July 1, 2016 – June 30, 2017

FY17 EXPENSES	INCUMBENT PROJECTS	LOCATION	COLLEGE	START DATE	PROJ. TRAINED	TRAINED ¹	AVG. WAGE	MQC INVEST.	COMPANY MATCH	PRIVATE INVESTMENT
\$8,333	American Steel and Aluminum	So. Portland	SMCC	5/18/15	40	28	\$21.57	\$17,818	\$ -	\$0
4,711	Backyard Farms	Madison	KVCC	6/14/16	100	56	14.95	4,731	4,711	0
1,978	Black Dinah Chocolatiers	Westbrook	SMCC	9/27/16	6	6	13.25	1,978	0	0
17,041	Bristol Seafood	Portland	SMCC	10/21/16	40	41	14.33	23,149	7,716	300,000
7,030	Casco Systems	Cumberland	SMCC	2/3/14	24	15	43.12	25,266	-	475,000
8,777	Davis-Joncas (Welch Sign)	Scarborough	SMCC	4/18/17	33	31	17.55	42,000	-	0
3,106	Flowfold	Scarborough	SMCC	4/10/17	6	6	15.13	20,300	-	0
7,480	Hollywood Casino Hotel & Raceway	Bangor	EMCC	11/14/16	52	29	18.85	14,000	14,000	288,400
22,889	Jackson Laboratory (The)	Bar Harbor	EMCC	4/11/16	250	169	28.17	34,524	34,524	54,200,000
3,667	Maine Medical Partners	Scarborough	SMCC	7/1/16	30	29	13.98	3,667	3,667	0
10,467	Messer Truck Equipment	Westbrook	SMCC	11/18/16	35	18	16.20	20,000	-	105,000
1,995	Mölnlycke Health Care	Brunswick	SMCC	9/28/15	60	46	24.93	8,593	9,259	0
0	Nauset Assoc., Street & Co., Scales	Portland	SMCC	5/31/17	14	14	28.35	10,665	-	0
3,508	Panolam Industries International	Auburn	CMCC	5/18/17	26	14	20.89	8,000	8,000	9,600,000
5,780	Portland Mattress Makers	Portland	SMCC	11/18/16	9	7	13.60	12,352	-	0
5,756	Seabreeze Property Services	Portland	SMCC	3/7/16	70	96	11.93	27,625	9,208	650,000
7,430	St. Mary's Health System	Lewiston	CMCC	2/16/17	13	13	12.81	11,700	11,700	258,586
8,285	Stratton Lumber	Stratton	CMCC	3/9/17	8	6	22.57	8,285	2,762	49,920
37,743	TIS Brewer (Troy Industrial)	Brewer	EMCC	5/3/16	46	41	23.79	55,464	-	200,000
6,106	Tube Hollows International	Windham	SMCC	9/25/15	42	41	22.28	25,535	-	0
\$172,082	20 Projects				904	706	\$19.91	\$375,652	\$105,547	\$66,126,906

FY17 EXPENSES	ALL ACTIVE FY17 PROJECTS	TOTAL TRAINED	AVG WAGE	TOTAL MQC INVESTMENT	COMPANY MATCH	PRIVATE INVESTMENT
\$557,688	31 Projects	1,393	\$18.06	\$1,586,476	\$105,547	\$266,992,720

¹The number of incumbents trained may include some new-hires.



APPENDIX E

MCCS Policy 502: Uniform FERPA Notice

MAINE COMMUNITY COLLEGE SYSTEM

**STUDENT AFFAIRS
Section 502**

SUBJECT: UNIFORM FERPA NOTICE AND POLICY

PURPOSE: To provide a uniform guidance under the Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. This policy provides a uniform notice and policy summarizing certain portions of those rights.

A. Records Inspection

A student has the right to inspect and review the student's education records within 45 days of the day a college receives such request. A student should submit to the Registrar, Dean, head of the academic department or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The appropriate official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

B. Amendment of Records

A student has the right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask a college to amend a record should write the college official responsible for the record, identify the specific part of the record that the student wants changed, and specify the reason why it should be so changed. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a meeting regarding that decision.

C. Student's Right to Prevent Disclosure

A student has the right to provide written consent before a college discloses personally identifiable information from the student's education records, except to the extent that FERPA or other laws authorize disclosure without such consent.

D. College's Rights to Disclose

A college may disclose education records without a student's prior written consent under a number of circumstances including, but not limited to, the following circumstances:

1. Health or Safety Emergency

A college may disclose education records without a student's prior written consent under the FERPA exception for an emergency that poses an imminent threat to health or safety.

2. Directory Information

Unless a student withholds consent by use of an opt-out form that the colleges shall provide to each student, a college may disclose certain education records without a student's prior written consent under the FERPA exception for directory information. FERPA permits MCCS to determine whether to recognize the concept of directory information and, if so, how to define such information and the circumstances of its disclosure. MCCS recognizes directory information only for use in its own purposes, publications, recognition of students, and efforts to help students access specific academic and employment opportunities. In those instances, directory information includes a student's full name; hometown; permanent address; assigned college email address; date of birth; the fact that a student is or was enrolled; enrollment status (e.g., full-time, half-time or less than half-time); class level and majors/minors; dates of attendance; degrees, honors or awards received; cumulative credit hours; participation in officially recognized activities and sports; certain biographical information of athletes; and photograph.

For clarity, directory information does not include a student's identification number; telephone number(s); parents' names and addresses; GPA or grades; current schedule; information on academic standing (probation, disqualification, etc.) or whether a student is eligible to return to school; accounts receivable balance; disciplinary records; financial records of parents; student employment records; psychiatric or psychological records; and copies of transcripts from other schools or colleges.

In all other instances, MCCS regards such information to be part of a student's education record protected from other disclosure under both FERPA and pertinent state law exceptions to the Freedom of Access Act.

3. School Officials with Legitimate Educational Interests

A college may disclose education records without a student's prior written consent to school officials under the FERPA exception for legitimate educational interests. For purposes of this provision, a "school official" is a person employed by a college and/or the MCCS in an administrative, supervisory, academic or research, or support staff position (including security and health personnel); a person or company with whom a college has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor or collection agent); or a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for a college.

4. Officials of Other Schools

Upon request, a college may disclose education records without consent under the FERPA exception for disclosures to officials of another school in which a student seeks or intends to enroll.

5. Lawfully Issued Orders and Subpoenas

A college may disclose education records without a student's prior written consent under the FERPA exception for complying with a judicial order or lawfully issued subpoena.

6. Financial Aid for which a Student has Applied

A college may disclose education records without a student's prior written consent under the FERPA exception for financial aid for which the student has applied.

7. Organizations Whose Work Will Improve MCCS Instruction

A college may make certain disclosures under FERPA without individual consent under the FERPA exception for disclosure to organizations conducting studies for, or on behalf of, the MCCS for the purpose of improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer needed for the purpose for which it is conducted.

8. Disclosure to Military Recruiters

A college must, as required by law, disclose education records without a student's prior written consent to requesting military recruiters.

E. Complaints

A student with questions or concerns about the student's rights and a college's responsibilities should promptly inform the appropriate college student services official. A student also has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-5901.

REFERENCES: 20 U.S.C. §1232g; 20-A M.R.S.A. §6001

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED: November 29, 2012, April 27, 2016



APPENDIX F

MCCS Procedure 203.2: Information Practices

MAINE COMMUNITY COLLEGE SYSTEM

**GENERAL ADMINISTRATION
Section 203.2**

SUBJECT: INFORMATION PRACTICES

PURPOSE: To provide notice of MCCS practices regarding personal information exchanged on MCCS websites

A. Website Privacy Policy

The System and Colleges shall provide website notices regarding personal information exchanged on MCCS websites that comply substantially with the form set forth below.

B. Model Notice

1. Typical Web Site Usage

“You can visit our website to obtain information without telling us who you are and without revealing any personal information. The only information we collect and store during this type of normal use is the name of your Internet Service Provider, the website that referred you to us, the pages you request, and the date and time of those requests. This information is used to help us analyze trends and improve our site. When you use the website in this way, we do not collect or store personally identifiable information such as your name, mailing address, e-mail address, or phone number unless you have requested specific information through one of our on-line forms or have filled out one of our surveys.”

2. Collection of Personally Identifiable Information

“If you choose to provide personally identifiable information to us when using this site -- through a form, survey, or other type of correspondence -- the information is collected and stored in a manner appropriate to the nature of the data and is used to fulfill your request. Unless required to do so by the Maine Freedom of Access Act (FOAA), we do not share or otherwise disclose to other organizations or third parties the personal information you may have chosen to provide as a user of this site.”

3. Links to Non-MCCS Sites

“This site contains content and other materials that link to web sites operated by third parties. We have no control over those sites and this Privacy Policy does not apply to them. You are encouraged to review the privacy policies of those other sites.”

REFERENCES: 20-A M.R.S.A. §12706 (1); and 1 M.R.S.A. §542

DATE ADOPTED: February 26, 2013

DATE(S) AMENDED:



APPENDIX G

MCCS Procedure 203.1: Notice of Risk to Personal Data

**MAINE COMMUNITY COLLEGE SYSTEM
PROCEDURES MANUAL**

**GENERAL ADMINISTRATION
Section 203.1**

SUBJECT: NOTICE OF RISK TO PERSONAL DATA

PURPOSE: To establish a procedure to provide notice of risk to personal data

I. Introduction

This Procedure complies with the provisions of the Notice of Risk to Personal Data Act.

II. Definitions

As used in this Procedure, the following terms have the following meanings:

A. Breach of System Security

"Breach of system security" means an:

1. Unauthorized acquisition of College or System computerized data that compromises the security, confidentiality or integrity of an individual's personal information maintained on a College or MCCS computer; and/or
2. Authorized acquisition that is then used for an unauthorized disclosure of such personal information.

B. Personal Information

"Personal information" means the following information about an individual when such information is not encrypted or redacted:

1. First name or first initial; and
2. Last name; and
3. Any one or more of the following:
 - a. Social security number;
 - b. Driver's license number or state identification card number;

- c. Account number, credit card number or debit card number, if such a number could be used without additional identifying information, access codes or passwords;
- d. Account passwords or personal identification numbers or other access codes; or
- e. Any of the data elements contained in paragraphs a through d above when not in connection with the individual's first name, or first initial, and last name, if the information if compromised would be sufficient to permit a person to fraudulently assume or attempt to assume the identity of the person whose information was compromised.

"Personal information" does not include information available to the general public from federal, state or local government records, widely distributed media, or other lawful source.

C. Unauthorized Person

"Unauthorized person" means a person who:

- 1. Does not have authority or permission to access such personal information; and/or
- 2. Obtains access to such personal information by fraud, misrepresentation or similar deceptive practice.

D. Information Broker

"Information broker" means any person who, on behalf of a College or the MCCS, maintains computerized data that includes personal information.

III. Duty to Investigate

If an information broker becomes aware of a breach of system security, the information broker shall promptly contact the College and/or MCCS Director of Information Technology. Such Director shall then promptly inform the College President and commence a reasonable and good faith investigation to determine the likelihood that personal information has been or will be misused.

IV. Duty to Notify

If a College and/or MCCS Director of Information Technology determines that it is likely that personal information has been or will be misused as result of a breach, the College or MCCS Director of Information Technology shall provide the following notice.

A. Content of Notice

The notice shall contain the date of the breach; the information believed to be accessed; a summary of the college's efforts in response to the breach; and a College or MCCC contact who upon request can provide additional information.

B. Recipients of Notice

The above notice shall be provided to:

1. A person whose personal information has been, or is reasonably believed to have been, acquired by an unauthorized person; and
2. The MCCC Director of Information Technology, who in turn shall notify the MCCC President; and
3. The MCCC General Counsel, who in turn shall notify the Maine Attorney General's Office; and
3. In breaches affecting more than 1,000 persons at a single time, the following consumer reporting agencies shall also be notified:
 - a. Experian
P.O. Box 2002
Allen, TX 75013-2002
1-888-397-3742
 - b. Trans Union
P.O. Box 1000
Chester, PA 19022
1-800-888-4213
 - c. Equifax
P.O. Box 740250
Atlanta, GA 30374-0250
1-800-685-1111

However, the notice to these agencies shall only include the following: date of the breach, an estimate of the number of persons affected by the breach, if known, and the actual or anticipated date that persons were or will be notified of the breach.

C. Timing of Notice

Notice shall be given as expediently as possible once a College and/or MCCC Director of Information Technology determines that it is likely that personal information has been or

will be misused as result of a breach. However, such timing shall be determined consistent with any:

1. Known legitimate needs of law enforcement; and
2. Measures necessary to determine the scope of the security breach and restore the reasonable integrity, security and confidentiality of the data in the system.

D. Means of Notice

Notice shall be by U.S. Mail to last known address. If, however, the cost of providing such notice would exceed \$5,000, or if the number of persons to receive notice exceeds 1,000, or if the College and System does not have such an address, the following notice may be given instead:

1. E-mail notice to those whose email addresses are known; and
2. Conspicuous posting of the notice on the College's or System's publicly accessible website; and
3. Notification to major statewide media.

V. Complete Copy of the Law

For a complete copy of the Maine law governing this subject, see *10 MRSA §§1346-50-A* available at <http://janus.state.me.us/legis/statutes/10/title10ch210-B.rtf>.

REFERENCES: 10 M.R.S.A. §§1346-50-A

DATE ADOPTED: January 24, 2007

DATE(S) AMENDED: January 26, 2010



APPENDIX H

MCCS Policy 203: Computer and Network Use

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION

Section 203

SUBJECT: COMPUTER AND NETWORK USE

PURPOSE: To promote the responsible use of college and System computers and networks

As with any college system, the MCCS seeks to enhance opportunities for individual and collaborative learning and research. As a public institution with limited resources and distinct policy and legal obligations, the MCCS also needs to ensure that such uses are consistent with those resources and obligations. The goal of this policy is to balance these interests and promote responsible and secure use for all.

A. Application

This policy applies to:

1. Each college and other entity of the MCCS;
2. All computing resources owned or operated by the MCCS including, but not limited to, all hardware, software, peripherals, networks, network components, accounts, physical and logical data, e-mail and all other data or information transmitted by such equipment (“computers”);
3. All employees, students and other persons who use such computers (“users”); and
4. In addition to any other computer use policy adopted by entities within the MCCS, and by entities outside the MCCS that operate resources accessed through or from the MCCS.

B. General Rules

1. Educational Priority

The priority use of MCCS computers is to provide direct support for learning, teaching and administration of MCCS programs. Such priority will govern access to MCCS computers.

2. Use is a Privilege, Not a Right

Use of M CCS computers and accounts thereon is a privilege, not a right. This privilege is limited by the provisions of this policy, any other pertinent policy or law, and may be withdrawn for violation thereof.

3. Limited Right of Privacy

Users may not have an expectation of privacy in their use of M CCS computers or networks. For example, the M CCS reserves the following rights:

a. Periodic Network Monitoring

The M CCS reserves the right to monitor periodically, randomly and without notice use rates, patterns, speed and system capacity to ensure the efficiency or integrity of the M CCS network and its computers. Such monitoring may proceed only by a person expressly authorized by the M CCS or college president;

b. Inspection of a Particular Account or Computer

The M CCS reserves the right to inspect those accounts, computers or files that the M CCS has reason to believe are misused, corrupt or damaged. Such inspection may proceed only by a person expressly authorized by the M CCS or college president and as advised by the M CCS general counsel; and

c. Access by Outside Agencies

User accounts, computers or files may also be subject to access in response to subpoenas, court orders, or other legal or regulatory requirements. Users will be notified as promptly as possible, unless notification is precluded by such subpoena or order.

4. Limited Designated Forum

The M CCS computer network constitutes a limited designated forum. This forum is designated for the limited purpose of helping students pursue, faculty to provide, and non-teaching staff to support the colleges' education, training and related programs.

5. Time, Manner and Place Limitations

The M CCS reserves the right to limit certain uses on or through the M CCS computers at those times and locations that the M CCS determines are necessary to regulate system capacity and speed. These limitations apply, but are not limited to, the downloading of video, music, photographic and other large data files.

6. Website and Webpage Development and Management

Any website, web page or other portion of a website hosted by a server owned, operated or maintained by a college or the MCCS is the property and speech of the MCCS, and the MCCS reserves all rights to control the access to, content of, and all other aspects regarding such web pages or websites. The Presidents Council may adopt a procedure for controlling the development and management of such web pages and websites, including standards controlling links to web pages and/or websites that are not owned, operated or maintained by a college or the MCCS.

C. Specific Prohibitions

Conduct that violates this policy includes, but is not limited to, the following:

1. Displaying, downloading, printing or distributing obscene, sexually explicit or sexually offensive images or text in a manner that constitutes sexual harassment or other violation of law;
2. Violating copyright laws, including the unlawful reproduction or dissemination of copyrighted text, images, music, video and other protected materials;
3. Using System computers for commercial activity, such as selling products or services;
4. Unauthorized access to or use of a computer, computer account or network;
5. Connecting unauthorized equipment to a college or MCCS network;
6. Unauthorized attempts to circumvent data protection or security including, but not limited to, creating or running programs that identify security loopholes or decrypt secure data;
7. Deliberately or negligently performing an act that will interfere with the regular operation of a computer;
8. Deliberately or negligently running or installing a program that, by intent or effect, damages a computer, system or network. This includes, but is not limited to, programs known as computer “viruses,” “trojan horses” and “worms;”
9. Deliberately or negligently wasting computing resources;
10. Deliberately or negligently overloading computing resources, such as running excessive programs that use relatively substantial bandwidth and other resources. This includes, but is not limited to, peer-to-peer applications;

11. Violating terms of applicable software licensing agreements;
12. Using electronic mail to harass or threaten another person or organization;
13. Initiating or perpetuating electronic chain letters or unauthorized mass mailings. This includes, but is not limited to: multiple mailings to news groups, mailing lists or individuals; “spamming;” “flooding;” and “bombing;”
14. Misrepresenting or misappropriating the identity of a person or computer in an electronic communication;
15. Transmitting or reproducing materials that are libelous or defamatory;
16. Unauthorized monitoring of another user’s electronic communications; or reading, copying, changing or deleting another user’s files or software without authority;
17. Communications that use public resources to promote partisan political activities;
18. Communications that are not otherwise protected by law because they constitute, for example, defamation, incitement to unlawful conduct, an imminent threat of actual violence or harm, fighting words, terrorist threats, gross disobedience of legitimate rules, criminal or severe civil harassment or false advertising; and
19. Otherwise violating existing laws or System policies.

D. Enforcement

Violation of this policy may result in the loss of computing and/or network access; other disciplinary action; and/or appropriate civil or criminal legal action.

E. Security

Upon recommendations of the college and System directors of information technology, the Presidents Council shall adopt a procedure that provides adequate uniform security for all System and college computers and networks.

REFERENCES: 20-A M.R.S.A. §12706(1)

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:



APPENDIX I

MCCS Policy 204: Freedom of Access Act Compliance

MAINE COMMUNITY COLLEGE SYSTEM

GENERAL ADMINISTRATION

Section 204

SUBJECT: FREEDOM OF ACCESS ACT COMPLIANCE

PURPOSE: To establish a uniform procedure for reviewing and responding to records and meetings requests made under the Freedom of Access Act

Maine's Freedom of Access Act ("FOAA") grants a right of public access to certain records and meetings of the MCCS. FOAA and other laws also balance this right of access against certain privacy rights of MCCS students, employees and colleges.

It is important for MCCS employees who receive a FOAA request to understand what they can and cannot provide. Given the relative complexity of complying properly with FOAA requests, the MCCS president shall designate for the System Office an employee to serve as its FOAA officer. In addition, each college president shall designate for his/her college an employee to serve as its FOAA officer.

All FOAA requests received by the System office or a college shall be forwarded to that entity's officer. That officer will then review and answer the request on behalf of the entity. The MCCS general counsel shall provide written guidance and ongoing counsel to each FOAA officer to assist with proper compliance.

REFERENCES: 20-A M.R.S.A. §12706(1); 1 M.R.S.A. §401, et seq.; MCCS General Counsel Guidance

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:



APPENDIX J

MCCS Procedure 200.1:

Document Retention

MAINE COMMUNITY COLLEGE SYSTEM

**GENERAL ADMINISTRATION
Section 200.1**

SUBJECT: DOCUMENT RETENTION

PURPOSE: To provide document retention guidelines

To guide the colleges and System Office in determining which documents should be retained for what periods of time, the MCCS adopts the attached guidelines.

REFERENCES:

DATE ADOPTED: February 23, 2010

DATE(S) AMENDED:

MAINE COMMUNITY COLLEGE SYSTEM RECORD RETENTION GUIDELINES

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RETENTION PERIOD KEY

PERIOD	DEFINITION
Applicable	While active or in effect; during term of contract
Employment	During period of employment
Enrollment	During period of enrollment
Permanent	Permanent record; maintain indefinitely

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
HUMAN RESOURCES	Job Announcements & Ads	Job Announcements & Ads	3
	Applicants not Hired	Employment Applications	3
		Background Investigation	3
		Resumes	3
		Recommendation Letters	3
	Applicants Hired	Employment Applications (including part-time employees and adjuncts)	Employment + 6
		Background Investigation	Employment + 6
		Resumes	Employment + 6
		Medical Examinations	Employment + 6
		Recommendation Letters	Employment + 6
		Immigration Records (I-9 Forms)	Longer of : (Hire Date + 3) or (Termination Date + 1)
	Faculty Files	Correspondence	Employment + 6
		Student Course Evaluation Forms	Employment + 6
		Peer Review Documents (Evaluations)	Employment + 6
		Faculty Committee Evaluation Reports	Employment + 6
	HRS Master Tapes		10

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
HUMAN RESOURCES	Official Personnel Files	Employment History	Employment + 6
		Educational Background	Employment + 6
		Official & current transcripts of pertinent college/university work and licenses/certifications	Employment + 6
		Emergency Contacts	Employment + 6
		Promotions	Employment + 6
		Attendance Records	Employment + 6
		Employee Evaluations	Employment + 6
		Transfers	Employment + 6
		Personnel Actions	Employment + 6
		Grievance Records	6 years from date of settlement/decision
		Equal Opportunity (including Discrimination, Sexual Harassment) Complaints	6 years from date of settlement/decision or accused's separation + 6, whichever is longer.
		Disciplinary Warnings and Actions	Employment + 6 (unless otherwise specified in bargaining agreements or employee handbooks)
		Layoff or Termination	Employment + 6
		Training Records	Employment + 6
	General Files	Superseded Employee Manuals	Permanent
		Superseded Job Descriptions	10
		Expired Collective Bargaining Agreements	Permanent

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
HUMAN RESOURCES	Pension & Benefit Records	Individual employee files	Life of Employee + 4
		Education Assistance	Life of Employee
		Vesting	Life of Employee + 4
		Defined Benefits Retirement Benefits	Life of Employee + 4
		Defined Contributions Retirement Benefits	Life of Employee + 4
		Disability Records	Life of Employee + 4
		Actuarial Records	6
		Health, Life and Disability Insurance Plan Designs & Provisions	Permanent
		Retirement Plan Designs & Provisions & Summary Descriptions	Permanent
		Beneficiary Designation	Employment + 6
EMPLOYEE MEDICAL RECORDS	Health & Environmental Safety	Medical Records	Employment + 6
		Hazardous Material Biological Monitoring	Employment + 30
		Accident Reports	Permanent
		Blood-borne Pathogens Vaccination/Declination Form	Employment + 30
		Medical records for Exposed Employees	Employment + 30
		Employee Exposure Records	30 years from date of exposure
		Records of Employees Exposed to Blood Borne Pathogens	Employment + 30
		Analyses using Medical or Exposure records	Employment + 30

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
EMPLOYEE MEDICAL RECORDS	Health & Environmental Safety	Employee Safety Training Records	The longer of 30 years or employment
		Respirator Fit Testing Records	3
		Blood Borne Pathogen Training Records	3
		Noise Exposure Records	2
		Occupational injury or illness records	6
		Employee Medical Complaints	6
		Employee Assistance Program Records	7
STUDENT RECORDS	Attending Applicants	Applications	5 years after last attendance
		Transcripts (high school or previous institution)	5 years after last attendance
		Entrance Exams and Placement Scores	5 years after last attendance
		Recommendation Letters	Until Admitted
		Acceptance letters	5 years after last attendance
		Correspondence	5 years after last attendance
	Non-Attending Applicants	Applications	1 year after application term
		Transcripts (high school or previous institution)	1 year after application term
		Acceptance letters	1 year after application term
		Correspondence	1 year after application term

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
STUDENT RECORDS	Individual Student Records	Course Add/Drop Slips	1
		Audit Authorizations	1 Year After Date Submitted
		Pass/Fail Requests	1
		Registration Forms	1
		Transcript Requests	1
		Withdrawal Records	5 Years after Graduation or Date last attended.
		Veterans' Certifications	3 Years after Graduation or Date last attended.
		Academic Action Letters	5 Years after Graduation or Date last attended.
		Relevant Correspondence	5 Years after Graduation or Date last attended.
		Curriculum Change Authorizations	5 Years after Graduation or Date last attended. (Must be noted on transcript and be part of permanent record.)
		Graduation Authorizations	5 Years after Graduation or Date last attended.
		Disciplinary Files	Separation + 5
		Student Dismissal Files	Permanent
		Class Schedules	Enrollment + 1
FERPA Requests	Life of Requested record (no records are required if records requested by the student)		
Personal Data Forms	Enrollment + 1		

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
STUDENT RECORDS	Individual Student Records	Application for Graduation	Enrollment + 1
		Advanced Placement (Credit by Exam)	5 Years after Graduation or Date last attended. (Should be recorded in permanent records.)
		Degree Audit Records (VA students)	Enrollment + 5
		Transfer Credit Evaluations	Enrollment + 5
		Name Change Authorizations	Enrollment + 5
		Tuition and Fee Charges	Enrollment + 5
		Foreign Student (I-20) forms	Enrollment + 5
		Continuing Ed. Attendance Records	Enrollment + 7
		Medical Records	10 years from date of last campus health center visit
		Date of Graduation and Degree	Permanent
	Academic Records (including transcripts & Continuing Ed Award Certificates)	Permanent	
	General Student Records	Applicant/Admission Statistics	Permanent
		Admission Tapes	5
		Enrollment Tapes	10 years
		Enrollment Statistics	Permanent
		Racial/Ethnic Statistics	10
		Degree Statistics	Permanent

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
STUDENT RECORDS	Financial Aid Records	Campus-based and Pell Grant records	3 years from end of award year for which aid was awarded.
		FISAP Reports	3 years from end of the award year in which report submitted.
		Perkins and Nursing Loan repayment records	3 years from date loan assigned to the Department, cancelled or repaid.
		Perkins and Nursing promissory notes	Until loan is satisfied or as needed to enforce the obligation.
		FFEL and Direct Loans eligibility and participation records	3 years from end of award year in which student last attended.
	Alumni Data	FFEL and Direct Loans - all other records	3 years from end of award year in which report is submitted.
		Alumni Publications*	4 years from publication
		Alumni Information**	Until former student's death
		* Alumni publications are one of the document types subject to Internal Revenue Service inspection during an audit.	
		**Information kept on former students typically includes: name, class, year of graduation and degree, home address and phone number, record of college activities, employment, position, address and phone number, and name of spouse and children.	
FINANCE	Accounting Records	Description of application systems (FAST, A/P, A/R, etc.)	Life of system
		Fiscal Year-End FAST Master File Tape	Current Year + 10
		Journal Voucher source documents and backup	5
		Journal Voucher Reports (JVREPT)	5

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
FINANCE	Accounting Records	Journal Entry Register	5
		Transaction Detail (both on magnetic tape and on fiche)	Current Year + 10
		Grants & Contracts (contract copies, budget backup, misc. correspondence)	3 years after completion of project, unless grant or contract specifies otherwise
		Work papers	10
		Auditor's Reports	10
		A133 Financial Aid Audit Reports	3 years after resolution of open items.
		Year-End AD043 - G/L Summary	10
		Year-End AM052 - Revenue/Expense Statement	10
		Chart of Accounts	Until superseded + 2.
		Daily Updates to Accounting System (retained by SWS)	1 year.
	Accounts Payable/Purchasing	Purchase Requisitions	4 + current
		Purchase Orders	4 + current
		Interdepartmental Orders (IDTs/IDOs)	4 + current
		Receiving Records (packing slips, bills of lading, etc.)	4 + current
		Invoices	4 + current
		Payment Records (Check Registers, etc.)	4 + current
		Expense Reports	4 + current
		Petty Cash Records	4 + current

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>	
FINANCE	Accounts Payable/Purchasing	Cash Advance Records	4 + current	
		Travel Advances	4 + current	
		Travel Vouchers	4 + current	
		Check Requests and Backup	4 + current	
		Credit card charge slips, statements, and reports	4 + current	
		Royalty Payments	4 + current	
		Unemployment Insurance Payments	4 + current	
		Workers Comp Insurance Payments	4 + current	
		Invoice, Accounts Payable and Purchasing reports	4 + current	
		Cancelled Checks	4 + current	
		1099-MISC Forms	4 + current	
		Accounts Receivable	Invoice Copies	4 years after collection
			Accounts Receivable Ledgers	4 years after collection
			Cash Journals and Receipts	4 years after collection
	Legal Correspondence		4 years after collection	
	Collection Notices and Records		4 years after collection	
	Records of payments receipts		4 years after collection	
	Cash Management Records	Records of uncollected accounts	4 years after collection	
		Bank Statements and Reconciliations	3	
		Short-term Investments (FNMAs, Freddie Macs, etc).	3	
		Analysis of Bank compensating balances	3	

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
FINANCE	Cash Management Records	ACH transactions, wires	5
		Transfer Agreements	Life of Agreement
		ACH Transfers & Pre-notification Requests	7
		Cash Receipts, Cash Books, Deposits	3
		Revenue and State Bonds + Backup	Permanent
		Investment Manager Reports	1
		Non-contributory retirement Investment Manager performance reports	10
		Custodian Reports (Year-End)	10
		Endowment Records	Permanent
		Budgeting Records	Annual Financial Reports
	AMO61 - Year-end (Microfiche, paper, or disk)		10
	AMO90, AMO91 (Microfiche or disk)		5
	BUDSUM (Paper)		5
	Status Reports (Paper)		10
	Budget Change Transactions (Paper)		5
	IPEDS Reports		10
	Payroll Records - General	Wage Rate Tables	3
		Benefits/Deductions Registers	6
		Payroll/Human Resource Master File Updates	6
		Payroll Register & Payroll Register Summary (EBC340)	6

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
FINANCE	Payroll Records - General	Gross Calculation Registers (EBC310)	6
		Payroll Calculation Diagnostics & Analysis & Extract Reports	6
		Check Registers	6
		Time Input Reports	6
		Accounting Detail from Payroll System	6
	Payroll - Employee Files	Wage or Salary History	6
		Salary or Current Rate of Pay	6
		Disability & Sick Leave Benefits	Life of Employee
		Payroll Deductions	6
		Time Cards or Sheets	5
		W-2/1042-S Forms	6
		W-4 Forms	6
		Garnishments	Employment
PHYSICAL FACILITIES	Buildings	Capital Construction Project Contracts, Final Payment Records, Materials and Equipment information and correspondence, change orders and "as built" drawings.	Life of Building + 4 years
		Building, and Site Plan Specifications	Life of building + 4 years
		Acquisition date and cost data; mortgages, improvement and repair records; records of sales; depreciation schedules; grant number, if applicable	Life of building + 4 years
		Building, Zoning Permits	1 year after the later of completion of construction or occupancy

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
PHYSICAL FACILITIES	Buildings	Building demolition records/details, e.g., foundations not removed and/or old building(s) buried at the site, including hazardous materials and old foundations underground.	Permanent
	Campus Acreage/Utilities	Locations of historical buildings, streets, renovations, building removals, site improvements, storm water diversion/drainage, utility systems (above and below ground including communications and data)	Permanent (and continuously updated)
	Capitalized Equipment	Acquisition Date and Cost; description, location of the equipment; identification and/or serial numbers; grant number, if applicable; depreciation schedules, and records of disposals or sales.	Life of equipment + 4 years
	Non-Capitalized Equipment	Non-capitalized equipment	The longer of life of equipment or 3 years.
	Health and Safety Environmental Records	Hazardous Material Spill Reports	Permanent
		Accident Reports	Permanent
	Health and Safety Environmental Records	Fire Incident Reports	Permanent
		Hazardous Waste Records, including Manifests or Waste shipment records.	Permanent
		Air monitoring (hazardous gases) or area sampling (asbestos, lead, etc.)	30
		Chemical inventories and lists	30
		Process Safety Incident Investigation Reports	5
		OSHA 200 Injury and Illness logs	5
		Inspection Reports (spill prevention, fire alarms, fire extinguishers, etc)	3
		College Health and Safety Plans, accomplishments, employee training	Permanent (record and archive)

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>	
PHYSICAL FACILITIES	Other	Operating Permits (eg, elevator, occupancy)	Current year plus 1	
		Maintenance Records	Life of equipment or building	
		Motor Vehicle Records	Life of vehicle	
		Air or Waste Water Emissions	3	
INSTITUTIONAL	Institutional Publications*	Bulletins and Course Catalogs	15	
		Student Newspapers	4	
		Student and Employee Directories	5	
	*Institutional publications are also subject to Internal Revenue Service inspection during an audit.			
	Gift Records	Cash Gifts	At least 4, no more than 7 years	
		Non-Cash Gifts (stock, mutual fund shares, bonds, real estate, etc.)	Time gift possessed + 4 years	
		Gift fund descriptions	Permanent	
	Board Minutes, Contracts & Other	Articles of Incorporation	Permanent	
		By-Laws	Permanent	
		Board of Trustees Minutes	Permanent	
		Board of Trustees Committee Meetings Minutes	Permanent	
		Licenses	Current + 6	
		Deeds and Titles	Permanent	

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>	
INSTITUTIONAL	Board Minutes, Contracts & Other	Accreditation standards, policies and procedures reports and actions *	Duration of accreditation based upon documents +10	
		System and college policies/procedures *	Duration of document +10	
		Strategic Plans and accomplishments *	Permanent or until moved to College History	
		Committee reports and notes *	Permanent or until moved to College History	
		College History *	Permanent	
	* These last five and other items may be archived in the college library			
	Litigation Files	Attorney Opinion Letters	Applicable + 8	
		Leases	Applicable + 8	
		Policy Statements	10	
		Campus Crime Reports - Annual (1990 Security Act)	4	
Campus Crime Reports - Interim (when a major crime occurs)		2		
Contracts		Applicable + 6		
Patent Records		Permanent		
Trademark Records		Permanent		
Claims		Until suit fully resolved + 8		
Court Documents and Records (complaints, answers, motions, pleadings, etc.)		Until suit fully resolved + 8		
Correspondence with Counsel	Until suit fully resolved + 8			
Orders issued by the court	Until suit fully resolved + 8			

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

<u>CATEGORY</u>	<u>RECORD GROUP</u>	<u>DOCUMENT TYPE</u>	<u>RETENTION PERIOD (IN YEARS)</u>
INSTITUTIONAL	Litigation Files	Orders issued by the court	Until suit fully resolved + 8
		Depositions, transcripts, interrogatories, answers to the interrogatories, requests for documents, the requested documents, and other discovery materials.	Until suit fully resolved + 8
	Insurance	Liability and Property Insurance Claims	10 years after settlement.
		Liability and Property Insurance incident reports	7 years unless resulting in a claim.



APPENDIX K

Legislative Reports Required of the MCCS

Report/Activity	Statutory Reference	Type	Recipient
Out-of-State Travel	5 MRSA §44-A	Quarterly	AFA
Maine Quality Centers Report	20-A MRSA §12729	Annual	LCRED
Financial Prodecures and Policies Report	5 MRSA §12023, sub-§2	Annual	Clerk of the House; Secretary of State; Exec. Dir. Legislative Council
Higher Education Coordinating Committee	20-A MRSA §9, sub-§5	Annual	EDU
Boards & Commissions	5 MRSA §12005-A	Annual	Secretary of State - Boards & Commissions
First Generation Report	20-A MRSA §10013	Annual	EDU
Political Action Committee Reports	21-A MRSA §1059	Quarterly	Ethics Commission
State of MCCC		Speech	Joint Convention of Legislature
State of MCCC	20-A MRSA §12718	Annual	EDU/AFA, Governor
Program Evaluation Report (Government Evaluation Act)	3 MRSA §956	Date specified by committee	Joint Standing Committee on Education and Cultural Affairs