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Statewide Education and Workforce Development Strategic Plan

Goals, Objectives, and Measures undertaken in Year 1 of the Strategic
Plan by the partner institutions of the Education Coordinating Committee:
Maine Community College System, Maine Department of Education,
Maine Maritime Academy, and University of Maine System.

*Report of Year 1
July 2014-June 2015*

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Statewide Education and Workforce Development Strategic Plan: Report of Year 1

Introduction

In December 2012, as the 126th Maine Legislature began its 1st Regular Session, Maine Senate President Justin Alford and Maine's Speaker of the House of Representatives Mark Eves created the Joint Select Committee on Maine's Workforce and Economic Future to examine workforce training and the "skills gap," the term for the difference between jobs available in Maine and the skills needed to fill them. Senate Majority Leader Seth Goodall and House Majority Leader Seth Berry were selected to chair the 15-member committee. The Committee met with workforce experts, economists and Maine's education and business leaders to gain an understanding of this complex issue as it relates to Maine's economic potential.

As a result of this extensive review, Senate President Alford sponsored LD90, which contained the extensive recommendations of the Joint Select Committee. The language of LD90 was eventually incorporated into the State budget bill enacted in June. The Joint Select Committee requested Maine's Education Coordinating Committee (ECC) to develop a five-year strategic plan for the Committee's consideration. The ECC is composed of the leaders of Maine's public education systems. At the time of the plan's development, this included then President John Fitzsimmons, Maine Community College System; President William Brennan, Maine Maritime Academy; Chancellor James Page, University of Maine System; and James Rier, then the Acting Commissioner of the Maine Department of Education.

This document presents the results of the first year of plan implementation and reflects the significant level of collaboration that exists among the ECC whose institutions and organizations are responsible for more than 95% of all the public education and training in Maine.

Limitations

Early in the development of the plan, the ECC agreed to two limitations: first, to include only those action items as measures that could be achieved within existing State funding; and second, to identify goals and objectives for the full five-year time horizon of the plan, but provide measures for the first two years only (July 1, 2014, to June 30, 2016). Measures for the remainder of the plan will be developed in the second year. These decisions provided clarity for the task and gave ECC members confidence to commit to challenging measures, recognizing that as they work and learn

together, the plan will evolve. These decisions resulted in a plan that ECC members believe in and can deliver.

Reporting

As part of the plan, the members of the ECC were directed to report progress on the plan measures to the Joint Select Committee on Maine's Workforce and Economic Future and other committees of jurisdiction by January 1 of each year. Because the Joint Select Committee on Maine's Workforce and Economic Future has concluded its work, the report is being submitted to the committee of jurisdiction, the Joint Standing Committee on Education and Cultural Affairs. As it takes time for results from a given year to be recorded and analyzed, the annual report includes actions that occurred in the prior fiscal year. Therefore, this report covers actions between July 1, 2014, and June 30, 2015. In all, the report contains progress made in Year 1 on 101 measures that include 18 new partnerships.

Statewide Education and Workforce Development Strategic Plan

Goals, Objectives, and Measures

July 1, 2014 – June 30, 2019

The plan is organized by goals with their objectives, under which are listed the measures by the organizations addressing that objective. As indicated earlier, goals and objectives cover the five-year plan period, and measures cover Year 1 (July 1, 2014, to June 30, 2015) and Year 2 (July 1, 2015, to June 30, 2016). Where partnerships are required with other ECC members for a measure to be successful, the partnership is indicated in **red** and the requesting member is designated as **Lead**.

GOAL 1 ■ PREPARE STUDENTS IN MAINE'S K-12 SYSTEM FOR SUCCESS IN THE CURRENT AND EMERGING ECONOMY.

Objective 1. Improve high school graduation rate.

Department of Education

Measure 1 ■

- **YEAR 1.** Increase the 2014-2015 school year high school graduation rate to 87%, with the intention to meet the statutory goal of a 90% statewide average graduation rate by the end of the 2015-2016 school year (20-A MRSA §5031).

Result: The graduation rate for 2014-15 is currently being calculated and is expected to be available in late January.

- **YEAR 2.** Increase the 2015-2016 school year high school graduation rate to 90%, in order to meet the statutory goal of a 90% statewide average graduation rate by the end of the 2015-2016 school year (20-A MRSA §5031).

Objective 2. Improve college and career readiness.

Department of Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Build on the work of the 2012 “College Readiness in Maine” report to produce and disseminate a document for Maine’s high schools that details the college readiness indicators used by the State’s public higher education institutions.

Result: Work on the measure was delayed due to transitions at DOE. Work will continue this year.

- **YEAR 2.** Refine this document as college-ready indicators are changed over time.

Measure 2 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Compile, in collaboration with Maine’s higher education institutions, coursework and materials for a “college readiness” program, focused on college success skills to be offered in Maine high schools.

Result: Currently in progress. Conversations and planning have started with the Maine College Access Network (CAN) to continue working on this goal.

- **YEAR 2.** Provide college readiness coursework and materials to Maine’s public schools through vehicles such as the DOE’s Center for Best Practice, college readiness programs already used in Maine’s public higher education institutions, and promote other resources such as online courses.

Measure 3 ■

- **YEAR 1.** Work with Maine-based business and employer groups such as Educate Maine and the Maine Employers’ Initiative (Maine Development Foundation) and other Maine-based business and employer groups to develop a “College Readiness in Maine”-style report on career readiness, describing the indicators of career readiness that are looked for by Maine’s employers.

Result: Educate Maine has prepared a report related to education indicators. Additional information is provided to school and district leaders, business members and the public at the annual symposium. Progress will continue with work focusing on the indicators of career readiness.

- **YEAR 2.** Disseminate this report to Maine’s schools.

Maine Maritime Academy

Measure 1 ■

- **YEAR 1.** Market the MMA Prep* program to current and future community college students interested in a career requiring one of the four-year degrees offered at MMA.

Result: MMA promotes MMA Prep to the guidance community and prospective students during high school visits and college fairs. Also, during the recent admissions cycle, Admissions recommended MMA Prep to 64 applicants.

- **YEAR 2.** Assess success of MMA Prep students in achieving academic success after transferring to MMA.

**See [Appendix C](#) for a description of MMA Prep*

Objective 3. Enhance pathways to college and careers.

Department of Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Work with UMS, MMA and MCCS to conduct an “Early College Sustainability” study. Maine’s Aspirations Program* was developed years ago when early college courses for high school students were a novelty. As early college courses become more mainstream and more widely used, the Aspirations Program needs updating to make it sustainable for Maine’s public colleges. A study commission should review this issue and produce recommendations for expanding early college options in a way sustainable for higher education.

Result: Work on the measure was delayed due to transitions and DOE. Work will continue this year.

- **YEAR 2.** Implement the findings of the study.

**See [Appendix B](#) for a description of Maine’s Aspiration Program.*

Maine Community College System

Measure 1 ■

- **YEAR 1.** MCCS will provide free tuition for at least 2,500 high school students enrolled in dual enrollment community college courses.

Result: 2,824 high school students were enrolled in community college credit courses in the 2014-2015 academic year. Nearly all received free tuition.

- **YEAR 2.** MCCS will provide free tuition for at least 2,500 high school students enrolled in dual enrollment community college courses.

Measure 2 ■

- **YEAR 1.** MCCS Early College for ME* will provide services to at least 1,800 students from 74 secondary schools—including support, counseling, technical assistance, and scholarships—to enroll in college immediately following graduation from high school and while they are in college.

Result: 1,852 students from 74 secondary schools received services from MCCS Early College for ME in FY15.

- **YEAR 2.** MCCS Early College for ME will provide services to at least 1,800 students from 74 secondary schools—including support, counseling, technical assistance, and scholarships—to enroll in college immediately following graduation from high school and while they are in college.

**See [Appendix A](#) for a description of the MCCS Early College for ME program.*

Measure 3 ■

- **YEAR 1.** Fifty-five percent (55%) of Early College for ME students who enroll in Maine's community colleges in Fall 2012 will have graduated, transferred or still be enrolled within three years of entering college.

Result: 56% of Early College for ME students who enrolled in Maine's community colleges in Fall 2012 graduated, transferred, or were still enrolled within three years of entering college.

- **YEAR 2.** Fifty-seven percent (57%) of Early College for ME students who enroll in Maine's community colleges in Fall 2013 will have graduated, transferred or still be enrolled within three years of entering college.

Measure 4 ■

- **YEAR 1.** MCCS will introduce On Course for College Scholars,* a pilot program to test a new concept that will provide funding for scholarships for needy students to attend Maine's community college pilot sites. In this first year, 45 scholarships will be available.

Result: The On Course for College Scholars program was piloted at three colleges (Southern Maine Community College, Washington County Community College, and York

County Community College), and 45 scholarships were made available.

- **YEAR 2.** Results of the On Course for College Scholars pilot will be evaluated to determine progress made and future feasibility.

**See [Appendix A](#) for a description of the On Course for Scholars program.*

Maine Maritime Academy

Measure 1 ■

- **YEAR 1.** Continue to introduce Maine K-12 students to MMA through Discovery Voyage programs and high school visits.

Result: During the academic year, MMA Discovery Voyage aspirations program hosted over 1,200 students representing 25 junior-senior high schools and 10 assorted organizations (Scouts, Sea Cadets, JROTC, etc.)

- **YEAR 2.** Develop proposals to provide a week-long Discovery Voyage or STEM summer camp program for Maine high school students to encourage post-secondary aspirations in STEM fields among high school students.

Measure 2 ■

- **YEAR 1.** Work with community partners to assess needs and develop educational and/or summer youth programs to offer Academy resources as a non-credit option to Maine residents.

Result: MMA representatives met with MELMAC Executive Director Wendy Ault to share ideas for funding and executing a summer youth program for students from MELMAC's "aspirational high schools." Further planning is needed to determine feasibility of launching this initiative.

- **YEAR 2.** Implement pilot projects and assess interest, participation and satisfaction with community programs.

University of Maine System

Measure 1 ■

- **YEAR 1.** UMS will continue to provide services and tuition support to all students participating in Maine's Aspirations Program (e.g. \$380,000 in FY12).

Result: During FY15, UMS institutions served 808 high school students and waived tuition in the amount of \$490,000 for programs designated as Aspirations/Early College.

- **YEAR 2.** UMS will continue to provide services and tuition support to all students participating in Maine's Aspirations Program.

Measure 2 ■

- **YEAR 1.** UMS will continue to partner in the expansion of dual enrollment programs as they continue to develop across the state (e.g. Hermon High School, Pleasant Street Academy).

Result: UMS currently serves 1,989 students statewide via dual enrollment and other early college/aspirations and bridge year programs. Most notably, courses offered via Rural U (which includes Pleasant Street Academy), bridge year (Hermon High School), and dual enrollment at Caribou High School and the Maine School of Science and Mathematics represent an example of the partnerships that have been developed.

- **YEAR 2.** UMS will continue to partner in the expansion of dual enrollment programs as they continue to develop across the state (e.g. Hermon High School, Pleasant Street Academy).

Objective 4. Reduce the need for remediation for recent high school graduates.

Department of Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **YEAR 1.** Undertake the Adult Remedial Education Study as required by the Maine State Biennial Budget for FY14 and FY15 (Public Law 368, section DDDDD-2) and report its findings and recommendations to the Joint Select Committee on Maine's Workforce and Economic Future by December 16, 2014. In 2014-2015, define a plan based on the recommendations in this Study.

Result: Maine has not undertaken work on this at this time

- **YEAR 2.** Implement the components of the plan identified for action in 2015-2016.

Maine Community College System

Measure 1 ■

- **YEAR 1.** MCCS will report the numbers of recent high school graduates who enroll in the seven community colleges who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.

Result: MCCS submitted and shared its fall 2014 report in December 2014. 46% of students who graduated in June 2014 from a Maine high school, GED, or adult education program, or were homeschooled and enrolled in a Maine community college enrolled in one or more remedial courses in fall 2014. The report can be accessed at:

<http://www.mccs.me.edu/wp-content/uploads/MCCS-Remediation-Report-fall-2014-enrollment.pdf>

- **YEAR 2.** MCCS will report the numbers of recent high school graduates who enroll in the seven community colleges who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.

University of Maine System

Measure 1 ■

- **YEAR 1.** UMS will report the numbers of recent high school graduates who enroll in the seven universities who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.

Result: UMS submitted and shared its Fall 2014 report in December 2014. 11.6% of students who graduated from a Maine high school and enrolled in one of our seven Universities enrolled in one or more remedial courses in 2014. This report was submitted to the appropriate legislative committee, with the Commissioner of Education and with the secondary schools. This report can be located at this link:

<http://www.maine.edu/wp-content/uploads/2015/04/LD-1645-remediation-report-for-legislature-2014-PDF-version.pdf?6d3d12>

- **YEAR 2.** UMS will report the numbers of recent high school graduates who enroll in the seven universities who take remedial courses. This information will be shared with the secondary schools, DOE and Legislature.

Measure 2 ■ **Partnership—MCCS, DOE, Lead: UMS**

- **YEAR 1.** UMS will sponsor a statewide conference on the Common Core State Standards (CCSS), with a focus on English language arts and mathematics, to promote

collaboration and curricular discussions across K-16.

Result: A statewide Common Core State Standards Summit was held on November 6, 2015 and included faculty from mathematics and English language arts, professionals from admissions and DOE personnel and subject matter experts. Full agenda and resources from this Summit can be found at:

<http://www.maine.edu/about-the-system/system-office/academic-affairs/common-core-state-standards-summit/>

- **YEAR 1.** Work with DOE and MCCS faculty to define the basic college-level math skills needed for entrance into 100-level courses by October 2014.

Result: With the many changes that have occurred within CCSS and within the assessment of CCSS, this was delayed. We would anticipate more intensive work within this area during 2016.

- **YEAR 2.** Identify changes in curriculum at the secondary and post-secondary levels required to ensure that high school graduates can meet those requirements and create a plan to implement those changes by May 2016.

Objective 5. Provide students with employability skills needed to succeed in the economy.

Department of Education

Measure 1 ■

- **YEAR 1.** Develop a methodology for better tracking the completion, by middle and high school students, of career-related internships and independent study opportunities.

Result: Will continue to explore potential avenues for collecting this data. Mechanisms for collecting this data are not currently available. The Gulf of Maine Research Institute in Portland provides career related internships and study opportunities for students.

- **YEAR 2.** Set goals and establish strategies to expand the number of career-related educational opportunities available to middle and high school students.

Objective 6. Increase participation of under-represented groups in education programs and services.

Department of Education

Measure 1 ■

- **YEAR 1.** Develop a methodology for better tracking the representation of groups in K-12 education programs and services.

Result: The Infinite Campus data system tracks program populations for K-12 education and for reporting to the U.S. Department of Education for all federal programs. The Data Warehouse also tracks the representation of groups in K-12 education programs and services.

- **YEAR 2.** Set goals and establish strategies to expand the number of under-represented groups in education programs and services.

University of Maine System

Measure 1 ■

- **YEAR 1.** Through already established programs and services, like Pleasant Street Academy* in Fort Kent, that are designed specifically to recruit and retain under-represented groups, UMS will continue to strive to improve performance and identify any necessary changes.

Result: Through existing programs such as Pleasant Street Academy and the expansion of other dual enrollment programs in northern Maine, Native American Waiver and Educational Program, Veterans Service programs, existing TRIO programs (Talent Search, Upward Bound, Student Support Services and MEOC) that serve underrepresented students, and through new programs and partnerships such as our work with Jobs for Maine's Graduates, we continue to recruit and develop retention and completion programs for any underrepresented student. As a part of this work, we identify barriers to success and develop appropriate interventions.

- **YEAR 2.** UMS will implement any appropriate changes to current practices that seek to increase participation of under-represented groups.

*See [Appendix D](#) for a description of Pleasant Street Academy.

GOAL 2 ■ PROVIDE HIGHER EDUCATION PROGRAMS LEADING TO ACADEMIC CREDENTIALS THAT MEET THE DEMANDS OF THE CURRENT AND EMERGING ECONOMY.

Objective 1. Improve persistence and graduation rates.

Maine Community College System

Measure 1 ■

- **YEAR 1.** MCCC's ultimate goal is to achieve a total student three-year success rate (Graduated, Continued Enrollment or Transferred to another higher education institution) of at least 65% for students entering a community college in Fall 2019. For Year 1, the goal will be to maintain a minimum of 55% for students who entered in Fall 2012.

Result: A report on the Fall 2012 cohort will not be available until 2016.

- **YEAR 2.** MCCC will achieve a three-year student success rate of at least 57% (Graduated, Continued Enrollment or Transferred to another higher education institution) for students who entered in Fall 2013.

Measure 2 ■

- **YEAR 1.** For first-time, full-time (FT/FT) students entering a community college in Fall 2014, increase fall-to-fall persistence rate to 58% by Fall 2015, with the intention to increase persistence to 65% by Fall 2019.

Result: IPEDS fall 2014 to fall 2015 FT/FT retention rate will be available in April 2016. IPEDS fall 2013 to fall 2014 FT/FT retention rate was 58%.

- **YEAR 2.** For first-time, full-time students entering a community college in Fall 2015, increase fall-to-fall persistence rate to 59% by Fall 2016 with the intention to increase persistence to 65% by Fall 2019.

Measure 3 ■ Partnership—UMS, MMA, Lead: MCCC

- **YEAR 1.** By June 2014, host a one-day institute with experts from all three public higher education institutions in Maine to identify best practices in achieving high persistence and graduation rates.

Result: The MCCC convened a one-day workshop among colleagues within public higher education in Maine to focus on best practices in helping students complete degrees and

to explore opportunities for increased cooperation in these areas among our institutions. *A Conversation on Student Success: Best Practices for Retention and Transfer* was held at Eastern Maine Community College on March 27, 2015.

- **YEAR 2.** Create a plan to incorporate appropriate practices into Maine's community colleges, including specific outcomes to be achieved in each year of this plan.

Measure 4 ■ Partnership—UMS, DOE, Lead: MCCS

- **Year 1.** By December 30, 2014, review all education programs that provide remedial courses and/or placement test preparation assistance for adult workers to assess whether content and capacity-to-serve align with community college requirements.

Result: Dr. Barbara Woodlee, then the Chief Academic Officer for the MCCS, and Dr. Gail Senese, State Director of the Maine Department of Education's Office of Adult Education and Family Literacy, conducted a review of current education programs in the state that provide remedial courses and/or placement test preparation for adult learners. The report that resulted from that review focused on maximizing and aligning these efforts to ensure students are prepared to the best of their abilities for college-level work and entrance into the workplace. The report, completed in July 2015, contains a series of recommendations that are serving as the basis for further collaborative action on remediation between MCCS, MDOL, and the University of Maine System.

- **Year 2.** Create a plan of action, if appropriate, to improve alignment and capacity where feasible by December 30, 2015.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Continue to maintain the 64% six-year graduation rate and 82% persistence rate from first year to second year.

Result: While the cohort entering in 2007 had a 67.9% graduation rate, continuing a positive trend, the six-year rate dropped to 60% for the cohort entering in 2009. We are analyzing data for this class to understand the aberration in trends which we hope will be an anomaly. Additionally we note that many of our academic retention initiatives, such as the peer- and faculty-tutoring programs, new library programing, an

Accessibility Services department, and the creation of a Center for Student Success, began after the students in these cohorts had already arrived.

- The entering class in the fall of 2014 returned in the fall semester of 2015 at a rate of 87.1%.
- **Year 2.** Continue to maintain graduation and persistence rates at present levels while analyzing data on various demographic groups within the overall six-year cohort.

Measure 2 ■

- **Year 1.** Implement the 5/50 Project* funded by a MELMAC grant to increase persistence rates of students on academic probation with a goal of raising graduation rates of probationary students from 45% to 50% by June 30, 2019 (*Note: 45% was an error in the original plan. The correct rate was 35% at the start of the MELMAC grant period.*). The intermediary target is to increase to 46% by June of 2015.

Result: The graduation rates of students on academic probation did not meet the target, and for the 2009 cohort, fell slightly, to 35.3%, compared to 35.9% for the previous year cohort. The good news is that the numbers of students dismissed for poor academic performance has fallen steadily. For example, in fall 2009 we dismissed 60 students, whereas in fall 2014, we dismissed just 22 students, representing a decline from 6.5% to 2.1% of all undergraduates.

- **Year 2.** Incorporate into this plan strategies developed through analysis of data gathered through administration of the College Student Inventory instrument to all first-year students—measured by increase in persistence rate of probationary students.

*See [Appendix C](#) for a description of the 5/50 Project.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will increase the six-year graduation rate of first-time, full-time students to 49% by June 30, 2015.

Result: The current aggregate six-year graduation rate for first-time, full-time students is currently 48% for the 2015 graduating class. Each graduating cohort brings with it a different set of experiences which can impact aggregate rate. Our graduation rate by campus ranges from a high of 58% at UMF to a low of 18% at UMA. Raising these rates is

a major focus of the work of our campuses.

- **Year 2.** UMS will increase the six-year graduation rate of first-time, full-time students to 50% by June 30, 2016.

Measure 2 ■

- **Year 1.** UMS will increase fall-to-fall persistence rate of first-time, full-time students to 76% by June 30, 2015.

Result: The fall-to-fall persistence (or retention) rate for first-time, full-time students is 77% (Fall 2014 to Fall 2015). This ranges from a high of 79% at UM to a low of 57% at UMA and UMM.

- **Year 2.** UMS will increase fall-to-fall persistence rate of first-time, full-time students to 77% by June 30, 2016.

Measure 3 ■

- **Year 1.** As part of UMS's collaborative computer science/computer engineering and IT initiative with Maine businesses (Project>Login*), UMS will identify barriers and develop strategies for improving student success for those pursuing IT degrees.

Result: UMS has been a founding member of Project>Login since its inception. As a part of this work, faculty within the five campuses offering these programs have identified barriers specific to advising and program progress, issues specific to women in CS-IT professions (working in partnership to form one of the first Women In IT groups in the state), and issues specific to program completion. Retention and graduation rates are monitored on an annual basis, and total enrollment within these programs is experiencing an increase due to the work of Project>Login staff and the work of the campuses.

- **Year 2.** UMS will implement those strategies identified with a goal of increasing retention and graduation rates for this population by June 30, 2016.

**See [Appendix D](#), page 54, for a description of Project>Login.*

Maine Department of Education – Adult Education

Measure 1 ■ Partnership—UMS, MCCS, Lead: DOE

- **Year 1.** Build on the work of the 2012 “College Readiness in Maine” report recommending simultaneous enrollment in post-secondary and adult education courses.

Result: Simultaneous enrollment of adult education students in post-secondary with MCCS is under consideration as one of the recommendations of the Woodlee/Senese report cited in Goal 1, Measure 4. UMS and adult education are discussing ways to share data and identification of students enrolled in both systems.

- **Year 2.** Pilot simultaneous enrollment between partner campuses and local adult education sites.

Measure 2 ■ Partnership—UMS, MCCS, DOL, Lead: DOE

- **Year 1.** Partners will explore the possibility of developing an I-BEST model pilot.*

Result: Representatives from MDOL, MDOE Adult Education, Office of Economic Development, UMS and MCCS met to discuss the feasibility of implementing an integrated education and training (IET) delivery model. Similar to I-BEST, IET* combines foundational skills education with vocational training resulting in a post-secondary credential and employment. Employer engagement is an essential component of this partnership. On October 6, 2014 an all-day workshop was held with employers located statewide to engage them in discussions about how IET projects could address their workforce needs. In August of 2015, DOE Adult Education awarded pilot grants to fund five IET pilot projects. These projects involve partnerships between adult education, MCCS campuses, UMS campuses, DOL and specific employers who have jobs for program completers.

- **Year 2.** If they conclude that a pilot is feasible, partners will consider how a pilot might be implemented.

*See [Appendix B](#) for a description of the I-BEST and IET models.

Objective 2. Improve transfer opportunities within and among Maine's public higher education institutions.

Maine Community College System

Measure 1 ■ Partnership—UMS, Lead: MCCC

The language enacted based on the recommendations of the Joint Select Committee on Maine's Workforce and Economic Future will result, by September 2014, in a comprehensive plan to address transfers within MCCC and to UMS being developed and implemented.

- **Year 1.** MCCC will report on the implementation of this plan, assess the success of implementation and identify any corrective action needed.

Result: The MCCC and UMS worked throughout FY15 to develop a plan to address transfer between our two systems and held a day-long Associate in Arts Block Transfer Summit in February 2015. This work resulted in a Memorandum of Understanding between MCCC and UMS (included in [Appendix D](#)) that includes a comprehensive block transfer agreement that will streamline transfer between the two systems and improve educational attainment throughout Maine. Beginning in fall 2016, MCCC liberal studies students will be able to transfer a block of 34+ general education credits to any of the UMS campuses without course-by-course review. The comprehensive agreement also allows for reverse transfer, strengthened prior learning assessment, and new STEM pathways between systems.

- **Year 2.** At least 800 MCCC students will transfer to UMS institutions in Fall 2016, increasing that number to 900 by Fall 2019.

Measure 2 ■ Partnership—UMS, MMA, Lead: MCCC

- **Year 1.** By December 2014, host a one-day institute with experts from the public higher education institutions in Maine to identify best practices in successful student transfers.

Result: The MCCC convened a one-day workshop among colleagues within public higher education in Maine to focus on best practices in helping students complete degrees through retention or transfer. *A Conversation on Student Success: Best Practices for Retention and Transfer* was held at Eastern Maine Community College on March 27, 2015.

- **Year 2.** Create a plan to incorporate appropriate practices into Maine's community colleges, including specific outcomes to be achieved in each year of this plan.

Measure 3 ■ Partnership—DOE, Lead: MCCS

- **Year 1.** MCCS will sign an agreement with every Adult Education college transition program articulating the smooth transfer of students between organizations.

Result: Maine's community colleges have signed agreements with each Adult Education college transition program in the state spelling out processes for the smooth transfer of students between the college transition programs and the community colleges. The agreements were developed between individual colleges and their local college transition programs and are maintained by the colleges.

- **Year 2.** MCCS will provide college transition program information on academic preparation and college persistence for the students who transferred to any of the community colleges.

University of Maine System

Measure 1 ■ Partnership—MCCS, Lead: UMS

- **Year 1.** UMS will develop, test and implement a system-wide, web-based transfer portal website.

Result: UMS has developed a system-wide, web-based transfer portal which went live in late 2013 and is now in its third phase of expansion. This third phase will enable a better web-based interface for the user, will connect directly to an expanded course list for all campuses, and will enable advisors at the community colleges direct access to the portal as an advising aid with students considering transfer. The website and portal can be accessed at this link: <http://www.maine.edu/transfer-students/>.

- **Year 2.** UMS will continue development of the website and portal to encompass expanded functionality for all students.

Measure 2 ■ Partnership—MCCS, Lead: UMS

- **Year 1.** UMS will develop a system-wide pathway for the block transfer of general education requirements across the UMS and MCCS.

Result: UMS and MCCS have met over the last year and a half to lay the groundwork for this agreement. MCCS has made significant changes to its general education requirements for Associate in Arts candidates to align with the block transfer coursework of the UMS. MCCS is in the final stages of its development of this and will be presenting the documentation needed for faculty senate action at each UMS campus. It is anticipated that all work and approvals outlined in the joint MOU will be complete by May 2016. (See [Appendix D](#) for the UMS/MCCS Memorandum of Understanding.)

- **Year 2.** UMS will monitor the effectiveness of the pathway and make adjustments as appropriate.

Measure 3 ■

- **Year 1.** UMS will develop a system-wide pathway for major-to-major alignment and articulation in high priority majors such as nursing, computer science and other STEM fields.

Result: UMS and MCCC are working collaboratively in the expansion of major-to-major alignment within nursing and computer science/information technology (CS/IT). Several additional articulation opportunities within CS/IT have been identified and are being pursued by the relevant campuses, and nursing programs across UMS and MCCC are working toward streamlining transfer, requirements and have an ultimate goal of also expanding nursing opportunities to include master's preparation to increase the availability of faculty.

- **Year 2.** UMS will work with the MCCC to develop pathways in designated disciplines but with a focus on STEM.

Measure 4 ■

The language enacted based on the recommendations of the Joint Select Committee on Maine's Workforce and Economic Future will result, by September 2014, in a comprehensive plan to address transfers within MCCC and to UMS being developed and implemented.

- **Year 1.** UMS will report on the development of this plan and begin implementation, assess the success of implementation and identify any corrective action needed.

Result: UMS and MCCC have signed a broad Memorandum of Understanding which details an expanding relationship which includes the block transfer of general education, major-to-major pathway development, alignment of prior learning assessment, shared assessment of general education, reverse transfer, collaborative working relationships between transfer officers and chief academic officers, and collaboration within institutional research. (See [Appendix D](#) for a copy of the MOU.)

- **Year 2.** UMS will report on the implementation of this plan, continue to assess the success of the implementation and adjust as appropriate.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Reach out to students enrolled in MMA Prep* curriculum at Maine community colleges to assist them with the MMA application process and collect academic success and enrollment statistics on MMA Prep participants in the 2013-2014 academic year.

Result: In September 2014, MMA sent follow-up letters to the 61 students we recommended for the MMA Prep program. Of the 61 students, 47 were from Maine. Nineteen (14 from Maine) indicated they were participating in the program, and nine of them (seven from Maine) enrolled in the MMA entering class of 2015.

- **Year 2.** Assess academic progress of MMA students who participated in MMA Prep and solicit data regarding educational plans for those who do not enroll at MMA.

**See [Appendix C](#) for a description of MMA Prep.*

Objective 3. Ensure that programs and services are designed to meet the evolving needs of students and employers.

Maine Community College System

Measure 1 ■

- **Year 1.** If Maine were to reach the national average of 3% of adult population enrolled in community college, enrollment would be 32,500 students in MCCS. MCCS has an interim goal of enrolling 25,000 students by 2021. The current enrollment of 18,200 will be increased by 1.5% by Fall 2014.

Result: Enrollment in Fall 2014 was 18,160, consistent with the previous year. The lack of growth is attributed to a rebounding economy and declining unemployment rates.

- **Year 2.** MCCS enrollment will grow by 2% by Fall 2015.

Measure 2 ■

- **Year 1.** MCCS will support at least 9,000 duplicated enrollments for students in online courses.

Result: There were 16,700 registrations (course enrollments) in online courses in the 2014-2015 academic year.

- **Year 2.** MCCS will support at least 9,300 duplicated enrollments for students in online courses.

Measure 3 ■

- **Year 1.** MCCS will review the mix of program delivery modes available to examine whether they meet student needs.

Result: In FY15, Dr. Barbara Finkelstein, President of York County Community College,

surveyed the seven colleges and led a review of online learning and other learning modalities across the MCCC. Her work resulted in an MCCC white paper ("Online Learning in Higher Education: Its Implications for the Maine Community Colleges") as well as a summary report of the various learning modalities in use by the colleges. Her findings focused on five areas that would benefit from additional attention and consideration.

- **Year 2.** MCCC will create a plan to address any recommendations arising from this review.

Measure 4 ■

- **Year 1.** The MCCC Future for ME* pilot program will enroll at least 12 high school students in the precision machining technology program at Central Maine Community College in Fall 2014 and at least 70% will persist in Fall 2015.

Result: 13 students enrolled in the Future for ME pilot at CMCC in Fall 2014. As of Fall 2015, 12 of those students (92%) had either completed a credential or were still enrolled.

- **Year 2.** Seventy percent (70%) of these students will meet the Student Success measure (graduated, transferred, still enrolled) by January 2016, which is 150% of normal time to completion.

**See [Appendix A](#) for a description of the MCCC Future for ME program.*

Measure 5 ■

- **Year 1.** MCCC will continue to support students with financial aid provided by the institution, not including federal or state aid.

Result: MCCC provided over \$3.2 million in institutional aid to students in FY15.

- **Year 2.** MCCC will continue to support students with financial aid provided by the institution, not including federal or state aid.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Develop assessment tools to gather feedback from co-op and cadet shipping employers on the potential employability of rising seniors engaged in summer work experiences.

Result: The Career Services Office conducts employer satisfaction surveys; results from summer 2015 are described under Objective 4.

- **Year 2.** Share assessment results with faculty and administrators and develop strategies to address any perceived gaps in training and preparedness of students.

Measure 2 ■

- **Year 1.** MMA will continue to support students with financial aid provided by the institution (not including federal or state aid) at levels at or exceeding FY14 budgeted level, after accounting for tuition waivers and enrollment adjustments.

Result: MMA has remained committed to providing financial support to its students. For the 2015-2016 academic year, MMA increased by 10% the amount of endowed, pass-through and merit monies issued to students. In 2014, 332 students received one or more these awards, and in 2015, 353 students have been awarded scholarships, as of the end of September 2015. The MMA Board of Trustees authorized two new merit scholarships, which have contributed to this increase.

- **Year 2.** MMA will continue to support students with financial aid provided by the institution (not including federal or state aid) at levels at or exceeding FY15 budgeted level, after accounting for tuition waivers and enrollment adjustments.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to collaborate with business, government and industry in high demand areas, such as Project>Login,* in addressing targeted degree completion and workforce needs by June 30, 2015.

Result: As mentioned previously, UMS was a founding partner along with many area CS/IT businesses of Project>Login. Project>Login was developed to address the current and future shortage in skilled and credentialed CS/IT professionals across a range of CS/IT fields. Other collaborations have occurred within the areas of insurance (USM), and tourism (USM and UMF). The Innovate for Maine Fellows program is an initiative to connect college students with high growth companies in Maine. In four years, the program has matched nearly 100 students with internships and project work with more than 118 companies.

- **Year 2.** UMS will implement any recommendations by June 30, 2016.

** See [Appendix D](#), page 54, for a description of Project>Login.*

Measure 2 ■

- **Year 1.** UMS will continue to work with Maine Employers' Initiative* members to further extend collaborations in meeting expectations.

Result: UMS is an active participant within Next Step Maine (Maine Employer's Initiative) and serves on its advisory board. All campuses work with NSMMEI in expanding opportunities for employees pursuing higher education, and have expanded scholarship opportunities for adults returning to school (or entering for the first time).

- **Year 2.** UMS will survey to determine if current services are meeting the needs of students and implement any appropriate changes.

**See [Appendix D](#) for a description of the Maine Employers' Initiative/Next Step Maine.*

Measure 3 ■

- **Year 1.** UMS will expand outreach and collaboration with Adult Education's Maine College Transitions (MCT) program to ensure streamlined access to programs and services within UMS.

Result: UMS institutions and specifically some of the University College Centers currently work with the College Transitions partners in their area. Additional collaborations are being explored within the context of recent federal Workforce Innovation and Opportunity Act (WIOA) guidelines. UMS is exploring how to better track College Transitions students, and is discussing ways to share data with Maine Adult Education.

- **Year 2.** UMS will retain and graduate more students in college transition programs than the prior year.

Objective 4. Build partnerships with employers that provide monetary and non-monetary support for students and institutions.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCC will receive at least \$2 million from the private sector in cash and equipment donations.

Result: Maine's community colleges and the Foundation for Maine's Community Colleges received over \$3.5 million in cash and equipment donations in FY15.

- **Year 2.** MCCS will receive at least \$2 million from the private sector in cash and equipment donations.

Maine Maritime Academy

Measure 1 ■

Year 1. Continue to provide paid co-op, cadet shipping and internship opportunities for MMA upperclass students in their field to meet licensing requirements and better prepare students for employment. Assess employer satisfaction with preparation and skills of MMA students.

Result: 130 students in the USCG Unlimited license major completed a cadet shipping experience, and 161 students will successfully complete co-ops and internships in 2015.

All employers are asked to evaluate student preparedness to work in that industry. Evaluation returns are not complete at this time. The returns to date show the following levels of employer satisfaction with the student preparedness:

Major	Employer Satisfaction (median)
PET	16.3 out of 20
PEO	16.69 out of 20
MSE	17.82 out of 20
IBL	17.05 out of 20
VOT & SVO	17.65 out of 20
MTO	Incomplete data
Mar Eng	Incomplete data

- **Year 2.** Implement changes to improve preparation of students for co-op, cadet shipping and internship based on feedback from employers.

Measure 2 ■

- **Year 1.** Develop a plan to provide summer work experience as a required component of all degree programs.

Result: All but one of our majors currently require extensive summer work experience. These include going to sea for upwards of 60 days, working in land-based power plants, and internships in logistics and business positions at domestic as well as international companies. The one program that does not require a summer work experience, the

marine science/marine biology program, encourages research and other internship positions in the sciences, and a significant number of those majors do complete such a project. We are working to expand the host base for these internships, which must happen before they can actually be required of the majors.

- **Year 2.** Implement plan in at least one non-license degree program.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to pursue cash, equipment and in-kind donations, as well as the expansion of employment-related learning opportunities (co-op, internships).

Result: Several UMS campuses have recently expanded outreach to their communities, opening up opportunities for students statewide. At the University of Maine, the Innovate for Maine Fellows initiatives is connecting college students with high growth companies across Maine. In four years, the program has matched students with internships and project work at more than 120 companies. UMF's Partnership for Civic Advancement is an initiative that supports student participation in community-based activities in western Maine and beyond. All Partnership activities are intended to be mutually beneficial to UMF students and to the communities served. The partnerships created at USM, Maine's Metropolitan University, provide students with rewarding hands-on learning experiences through research and fieldwork, internships, and public service projects. Last year, nearly 5,000 USM students contributed over 370,000 hours of service to regional businesses and non-profit organizations, valued at more than \$6.2 million. University College Centers are also working with their local Chambers of Commerce to create a database of area employers who are willing to participate in education based initiatives. These kind of partnerships exist across all seven of the University of Maine System campuses.

- **Year 2.** UMS will continue to pursue cash, equipment and in-kind donations, as well as the expansion of employment-related learning opportunities (co-op, internships).

Objective 5. Increase participation in higher education of under-represented groups.

Maine Community College System

Measure 1 ■

- **Year 1.** Each college will review its diversity plans to ensure achievement of the goals of the plan.

Result: The seven colleges reviewed their diversity plans and/or policies in FY15 and continued to work toward achieving diverse and supportive campus communities.

- **Year 2.** Each college will review its diversity plans to ensure achievement of the goals of the plan.

Measure 2 ■

- **Year 1.** MCCS will continue to provide tuition waivers/scholarships for Native American students that support their pursuit of a college credential and will report annually on the amount of scholarship aid provided. (\$179,000 in aid was provided in FY13.)

Result: The colleges in FY15 provided \$167,167 in waivers to Native American students.

- **Year 2.** MCCS will continue to provide tuition waivers/scholarships for Native American students that support their pursuit of a college credential and will report annually on the amount of scholarship aid provided.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Analyze data on application rates and enrollment yields for students from under-represented groups.

Result: The percentage of women in the first-year class of 2019 increased to 18% from 13% the previous year. The overall percentage of undergraduate women at the Academy is 14.2% in 2015. The percentage of all students identifying their ethnicity as non-white increased from 2.6% in 2014 to 4.3% in 2015. The percentage increase for the overall applicant pool was not as significant as the enrolled percentage.

- **Year 2.** Develop enrollment management strategies to increase the number of applications of under-represented groups to the Academy.

University of Maine System

Measure 1 ■

- **Year 1.** Through already established programs and services designed specifically to recruit and retain under-represented groups, UMS will continue to strive to improve performance and identify any necessary changes.

Result: Through existing programs such as Pleasant Street Academy and the expansion of other dual enrollment programs in northern Maine, Native American Waiver and

Educational Program, Veterans Service programs, existing TRIO programs that serve underrepresented students, and through new programs and partnerships such as our work with Jobs for Maine's Graduates, we continue to recruit and develop retention and completion programs for any underrepresented student. As a part of this work, we identify barriers to success and develop appropriate interventions. A report prepared related to the services and supports provided first generation and other at-risk groups will provide some insight into the services and supports provided this population:

<http://www.maine.edu/wp-content/uploads/2015/04/LD-422-A-Brief-Summary-of-Strategies-Used-and-Activities-Undertaken-to-Recruit-2015-report-FINAL.pdf?6d3d12>

- **Year 2.** UMS will implement any appropriate changes to current practices that seek to increase participation of under-represented groups.

Measure 2 ■

- **Year 1.** UMS will continue to provide tuition waivers and housing grants for Native American students that support their pursuit of a college credential and will report annually on the amount of aid provided (e.g. \$4.7 million in FY12).

Result: During FY15, UMS provided \$3.7 million dollars in tuition waivers and housing grants to 543 students.

- **Year 2.** UMS will continue to provide tuition waivers and housing grants for Native American students that support their pursuit of a college credential and will report annually on the amount of aid provided.

Objective 6. Support and enhance programs and services promoting careers in STEM occupations.

Maine Community College System

Measure 1 ■

- **Year 1.** Create an inventory of STEM programs offered by the Maine Community College System and develop strategies for increasing enrollment in these programs.

Result: In the fall of 2013, the MCCS conducted an inventory of its STEM programs and developed a STEM Program List. Working with the University of Maine System, it also identified potential STEM program pathways to enable students to transfer seamlessly from an associate degree program to a baccalaureate degree program, and two joint committees were created to develop specific pathways in information technology and nursing. Efforts were also ongoing in FY14 to strengthen math instruction and student success in math, keys to increasing enrollment and retention in STEM programs of study. MCCS has also established goals for enrollment in nontraditional programs, many

of them trade and technical STEM programs.

Measure 2 ■

- **Year 1.** Establish a Community College Math Summit for instructors at the seven colleges to share best practices to increase student success at both developmental and college levels.

Result: During the spring of 2013, MCCS conducted a workshop for math faculty from the seven colleges. A segment of the workshop was devoted to sharing best teaching practices in the most heavily enrolled math courses across the System. The workshop also featured the use of technology to deliver math content. The workshop proved to be especially effective for instructors teaching and tutoring in remedial courses.

Measure 3 ■

- **Year 1.** Begin implementation of the U.S. DOL TAACCCT *Maine is IT!** grant at all seven community colleges to support and enhance careers in Information Technology.

Result: Implementation of the U.S. DOL TAACCCT grant began in earnest at all seven colleges in FY15.

- **Year 2.** Complete development or expansion of 36 certificate and degree programs in Information Technology as proposed under this grant.

*See [Appendix A](#) for a description of *Maine is IT!*

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Continue to refine marketing strategies to explain academic offerings and career prospects in STEM programs offered at Maine Maritime to a wider Maine audience.

Result: MMA continues to target Maine high school students through strategic search mailings, high school visits, college fairs, and aspirations programming, both on- and off-campus. MMA has new admissions software that provides a more consistent and targeted message to STEM prospects. MMA participates in the Maine Science Festival with an interactive information display and technology, and has most recently hosted campus visits from Coastal Studies for Girls, Acadia Institute, Boy Scouts of America, and Girl Scouts of America.

- **Year 2.** Develop tools and instruments to assess success in increasing statewide awareness of the Maine Maritime brand.

Measure 2 ■

- **Year 1.** Plan online graduate degree program for MMA alumni.

Result: MMA's online graduate program in International Logistics Management received full accreditation by NEASC in Fall 2014. The current program enrollment is 23, 14 of whom are MMA alumni.

- **Year 2.** Implement online graduate degree program.

Measure 3 ■

- **Year 1.** As part of ongoing Strategic Enrollment Management (SEM) initiatives, assess employment prospects for new mission-related majors.

Result: A subcommittee of the Faculty Senate has proposed the addition of a minor in Environmental Sustainability that could be added to any of the existing MMA majors. The next step in the approval process is for Admissions and Career Services staff to assess employment prospects as well as project interest in the minor.

- **Year 2.** Implement new majors or concentrations and assess interest, participation and satisfaction with programs.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will create an inventory of STEM programs offered at UMS.

Result: The University of Maine System created an inventory of its STEM programs as part of the initiative to implement an Outcomes Based Funding (OBF) model. The OBF model provides campus incentives that encourage increased STEM degree output. The inventory of STEM programs is reviewed and updated on an annual basis by each of the chief academic officers at University of Maine system campuses.

- **Year 2.** UMS will ensure that STEM programs correspond with the needs of Maine employers and adjust as appropriate.

Measure 2 ■

- **Year 1.** UMS will continue to refine the recently implemented outcomes-based funding* model that includes metrics to promote STEM degree completion.

**Additional information on this is available at <http://thinkmissionexcellence.maine.edu>.*

Result: The University of Maine System implemented an outcomes-based funding model in FY2012. Beginning in FY12, 5% of the current state appropriation flows through the model, increasing 5% each year until reaching 30%. In addition, 100% of any new state appropriations that UMS receives after FY2012 also flow through the OBF model. The model is reviewed annually. As part of the move to a unified system-wide budget in FY18, UMS is currently considering what changes, if any, need to be made to the model.

Measure 3 ■ Partnership—MCCS, Lead: UMS

- **Year 1.** UMS will continue to play a leadership role in advancing STEM initiatives through work with the STEM Council.

Result: The STEM Council is charged with developing strategies for enhancing science, technology, engineering and mathematics education for pre-k through post-secondary education. The council has recommended a number of important actions to advance STEM initiatives across Maine. A copy of the Maine STEM Education and Workforce Plan 1.0 is available online, in addition to the annual report submitted to the Education and Cultural Affairs Committee each January.

- **Year 2.** UMS will promote better alignment between STEM programs across the campuses that will promote ease of transfer among STEM majors both within the UMS and with the MCCS.

Objective 7. Enhance programs and services for rural Maine.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS's Bring College to ME* will offer four degree programs in rural communities.

Result: Four Bring College to ME programs were offered in FY15 in Early Childhood Development (EMCC, Ellsworth); Medical Assisting (EMCC, Dover); Precision Manufacturing (NMCC, Presque Isle); and Medical Assisting (WCCC, Machias).

- **Year 2.** Programs offered through Bring College to ME will have a student graduation rate of 70% by June 30, 2016.

*See [Appendix A](#) for a description of Bring College to ME.

Measure 2 ■

- **Year 1.** Provide \$150,000 for child care support for rural parents continuing their education to be distributed at the discretion of college presidents based on financial need and reported on each year.

Result: MCCS provided \$259,869 in child care assistance to rural parents enrolled in its colleges in FY15.

- **Year 2.** Provide \$150,000 for child care support for rural parents continuing their education to be distributed at the discretion of college presidents based on financial need and reported on each year.

Measure 3 ■

- **Year 1.** MCCS will provide at least 250 scholarships to assist rural adult residents to enroll in college.

Result: Through its Osher Scholarship Funds and other financial assistance, MCCS awarded over 250 scholarships to assist rural adult residents to enroll in college.

- **Year 2.** MCCS will provide at least 250 scholarships to assist rural adult residents to enroll in college.

Measure 4 ■

- **Year 1.** MCCS will provide 250 tuition-free college courses for high school students from rural communities to pursue while still in high school.

Result: Over 337 On Course for College tuition free scholarships were awarded to Maine high school students to pursue college courses while still in high school.

- **Year 2.** MCCS will provide 250 tuition-free college courses for high school students from rural communities to pursue while still in high school.

Measure 5 ■

- **Year 1.** KVCC will enroll 20 students in the Sustainable Agriculture program by Fall 2014.

Result: 21 students were enrolled in KVCC's Sustainable Agriculture program by Fall 2014.

- **Year 2.** KVCC's Sustainable Agriculture program will maintain new enrollment at 20 students in Fall 2015.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Create admissions marketing materials that explain career options for students in the maritime field that allow them to keep a home in rural Maine while earning competitive salaries and benefits.

Result: MMA has specific department information sheets that address each academic program and potential career paths for its graduates. Tailoring materials to specifically address rural ME students is still under development. The Academy is also launching a marketing campaign about the Number One Public College ranking from Money Magazine for two consecutive years.

- **Year 2.** Assess the success of marketing materials based on prospective student feedback.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will increase the percentage of credit hours served online across the System to 17.5% of credit hours by June 30, 2015.

Result: UMS total online credit hours grew to a total of 15.8% as of fall 2015, ranging from 39% at UMA to 0.6% at UMF. Total distance credit hours (distance ITV, compressed video, online and distance onsite [eg at one of our off-campus centers]) represent 20.2% of all credit hours, ranging from 60% at UMA to 1.3% at UMF.

- **Year 2.** UMS will increase the percentage of credit hours served online across the System to 20% of credit hours by June 30, 2016.

Measure 2 ■

- **Year 1.** As indicated in the Adult Baccalaureate Completion in Distance Education (ABCDE) report, UMS will determine the programs and services needed by Maine's time- and place-bound adult learners and design academic programs and services to support them.

Result: UMS is implementing a Unified Online approach to the delivery of programs and services across the state of Maine. This will expand both the access to and availability of a range of programs and services. In addition, UMS has conducted extensive market research to better identify needed programs within Maine. Implementation is anticipated to occur during 2016. For more information about the Unified Online Implementation plan, go to this link: <http://thinkmissionexcellence.maine.edu>

Year 2. UMS will implement those programs and services identified as critical to Maine's adult learners.

Measure 3 ■

- **Year 1.** University College will continue to use the resources of the full University of Maine System to serve as a gateway to the emerging economy for Maine people who are unable to attend a University of Maine System campus, and for businesses, schools, government and non-profit organizations statewide.

Result: University College has a long history of providing access to UMS degree programs and resources in Maine's rural and underserved communities while supporting students and faculty participating in online and distance degrees. University College Outreach Centers are dynamic learning hubs in Maine communities attracting many students who would not otherwise enroll in the University of Maine System. People of all ages, skills and backgrounds come together in the traditional classroom and through innovative web applications to access educational opportunities offered from the University of Maine System. For many students access to college is a way out of poverty; for all of these students it is a life changing opportunity. University College works with 30 adult education programs across the state to provide access to UMS courses and degrees, and five UC Centers host College Transitions Programs at their facilities. Five UC Centers "live with" Maine Community College partners, and serve as hubs for community meetings. All UC Centers have close partnerships with area business and civic organizations and are actively involved in their communities.

Maine Department of Education – Adult Education

Measure 1 ■ *(also pertains to Objective 5 above)*

Year 1. Maine College Transitions (MCT)* expansion to all adult education programs will increase access throughout the state, with a projected increase in enrollment in college preparation coursework by 300 during 2014-2015.

Result: With increased access to services statewide, MCT enrollments in September of 2015 increased by 309 from September of 2014. Access to Maine College Transition services increased statewide from 37 local adult education programs to all but five of Maine's 77 adult education programs. Those few programs that do not have the capacity of offering Maine College Transition services refer students to the closest program and try, whenever possible, to connect students via technology. Increased access to adult education programs offering Maine College Transition in rural areas was the most significant as reflected by the following: Aroostook County increased from 4 programs to 7; Franklin County from 1-4; Hancock County from 1-4; Knox County from 2-4; Lincoln from 4-5; Oxford from 1-2;

Penobscot County from 2-6; Piscataquis County from 2-4 and Sagadahoc County from 1-3. Services in Androscoggin County increased from 1-4 adult education programs; Cumberland County from 3-4; Waldo County from 1-2, Washington County from 1-2; and York County grew from 6-14. As noted above, enrollments increased by 309.

- **Year 2.** Expansion of MCT will increase number of college preparation students throughout the state by 500 during 2015-2016.

**See [Appendix B](#) for a description of Maine College Transition (MCT).*

Objective 8. Provide students with employability skills needed to succeed in the economy.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS will maintain a graduate success rate of at least 90% (employed and/or continuing education within nine months of graduation).

Result: 91% of MCCS graduates were employed and/or continuing education within nine months of graduation.

- **Year 2.** MCCS will maintain a student success rate of at least 90% (employed and/or continuing education within nine months of graduation).

Measure 2 ■

- **Year 1.** MCCS graduates' licensure exam success rate will be maintained at least at 85%.

Result: The FY13 success rate for MCCS graduates completing licensure exams was 96%.

- **Year 2.** MCCS graduates' licensure exam success rate will be maintained at least at 85%.

Measure 3 ■

- **Year 1.** MCCS will report earnings of 2012 graduates working in Maine.

Result: First-year average earnings of MCCS 2009-2011 graduates: \$34,182

- **Year 2.** MCCS will report earnings of 2013 graduates working in Maine.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Maintain current exceptional placement rate of 93% for graduates within six months of graduation.

Result: The placement rate for the Class of 2015 180 days after commencement is 94%.

- **Year 2.** Continue to maintain current exceptional placement rates for graduates within six months of graduation.

Measure 2 ■

- **Year 1.** Monitor career placement rates for graduates and collect and analyze data on the small percentage who do not find a job in their field within 12 months of graduation.

Result: Career services collects data on placement of graduates who do not find employment in their field, and also the small percentage of students who do not find a job. Career services does not focus on the graduates that do not find a job within their field, however, career services initiates contact with the graduates and offers the same level of support to all within the two data sets whether they are not employed or employed in their field so all of our graduates have a greater chance of success. Career services offers all graduates within the two groups mentioned on-going access to career guidance, resume and cover letter writing, interviewing skills, networking skills, the alumni job bulletin and the annual career fair.

- **Year 2.** Make curricular adjustments as indicated to better prepare those who are unsuccessful in their job search. Provide additional career planning support to students in majors with lower placement rates.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will appoint a study team to inventory resources available at the universities that provide support and services to businesses, assess any gaps and present a plan to improve services by June 30, 2015.

Result: As noted in several prior areas of this report, UMS provides a significant amount of support and services to Maine businesses at each of our seven campuses. To date, we have not created a study team as originally recommended. Instead, as part of the One University initiative, we have launched a number of collaborative efforts involving multiple campuses to assist businesses. Recently, University of Maine System Trustees approved a \$10.5M investment over five years for research that ties directly to Maine businesses. Other examples include the Maine Center for Graduate Professional Studies

and the Maine Food Center Initiative that are bringing together Maine's business leaders with University resources.

- **Year 2.** UMS will implement any appropriate recommendations by the study team.

Objective 9. Pursue new strategies to address growth constraints on enrollment demands.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS will examine ways to expand enrollment during the summer semester and prepare a report on the best options by December 2014.

Result: In November 2014, MCCS completed a review of options to increase summer enrollment in its colleges' credentialed programs. Its "Report on Potential Expanded Summer Enrollment" examines a number of pilots that have been attempted within MCCS and outlines other promising approaches for possible implementation.

- **Year 2.** MCCS will begin implementing the report plan in Summer 2015.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Develop a Strategic Enrollment Management (SEM) plan incorporating strategic planning objectives and growth constraints.

Result: The Vice President for Student Affairs and Enrollment Management is drafting a SEM plan to be presented to MMA Leadership for discussion by January 2016.

- **Year 2.** Implement SEM plan and begin assessment of plan.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to make strategic investments, including \$15.5 million in voter-approved bonding, and continue to build public support for renovating existing lab space at UMS facilities.

Result: UMS recently completed an 18-month review of all of our facilities needs system-wide. In addition to establishing best practices and key performance indicators on a going forward basis, the report also recommends both one- and five-year capital plans and a continued commitment to funding depreciation expenses system-wide. As

budgets have shrunk over the years, facility improvements have often been the first thing put on hold. As an example of this impact, across the University of Maine System, nearly 40% of all of our facilities have a renovation age of more than 50 years. Part of the solution to turning this problem around will be right sizing our physical footprint as a System. Another will be using our limited resources more strategically – investing in those facilities that are critical to our mission. Although UMS will need to look internally for part of the solution, the state’s borrowing plans will also play a key role. Recent state investments in STEM labs have been much appreciated and are critical in attracting and retaining students.

- **Year 2.** UMS will continue to make strategic investments and build public support for renovating existing lab space at UMS facilities.

Measure 2 ■

- **Year 1.** UMS will implement recommendations of the Adult Baccalaureate Completion in Distance Education (ABCDE)* Committee to increase services available to Maine’s growing adult population, including one-stop concierge services, expansion of program supports and services, as well as scholarship support for returning adults, in order to make a college education more affordable.

Result: UMS has implemented or is the process of implementing all recommendations of the 2013 report. Concierges/navigators are in place at all seven campuses and at each University College Center, services has been assessed at each campus and plans are in place for improvement where necessary, \$350,000 in annual new scholarship support is available with over \$750,000 already awarded to 150 students. Fall-to-fall retention for the first group of scholarship recipients is 73% (impressive for an at-risk adult population), and 8 students have already completed their degrees. Additional program development will occur connected to the implementation of the Unified Online study already mentioned within this report. More information related to our adult degree completion initiative can be found at this link: <http://www.maine.edu/transfer-students/adult-student/>

- **Year 2.** UMS will continue to improve services available to Maine’s adult population.

**Additional information on this is available at <http://thinkmissionexcellence.maine.edu>.*

GOAL 3 ■ PREPARE MAINE'S ADULT WORKFORCE TO THRIVE IN THE CURRENT AND EMERGING ECONOMY THROUGH PARTICIPATION IN NON-CREDIT TRAINING AND CONTINUING EDUCATION.

Objective 1. Upgrade the skills of the incumbent workforce.

Maine Community College System

Measure 1 ■

- **Year 1.** MCCS will serve at least 6,500 adults through specialized training programs designed to meet industry needs.

Result: 5,515 adults participated in specialized training programs designed to meet industry needs in FY15.

- **Year 2.** MCCS will serve at least 6,500 adults through specialized training programs designed to meet industry needs.

Measure 2 ■

- **Year 1.** MCCS will have developed the Incumbent Worker Program* to be delivered by community colleges beginning during 2014-2015, and the colleges will provide customized training for at least 150 new trainees under this program.

Result: 362 individuals completed training in FY15 under the new MCCS Incumbent Worker Program.

- **Year 2.** Provide customized training for at least 150 new trainees under the Incumbent Worker Program delivered by community colleges during 2015-2016, for a total of 300 new trainees during the two academic years.

**See [Appendix A](#) for a description of the MCCS Incumbent Worker Program.*

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to serve thousands of adults across the state through Professional and Continuing Education programs, as well as professional development courses at several of the campuses.

Result: UMS offers a broad range of professional and continuing education programs across the state including but not limited to: workshops, coaching, business

development seminars through New Ventures Maine, the St. John Business Academy, the Community Caring Collaborative in Machias, Employer U (Presque Isle), Cooperative Extension (UMaine Extension), professional development programs and courses through USM and UM and an extensive Senior College network across the entire state.

**See [Appendix D](#) for a more detailed overview.*

- **Year 2.** UMS will continue to serve thousands of adults across the state through Professional and Continuing Education programs, as well as professional development courses at several of the campuses.

Measure 2 ■

- **Year 1.** Through Cooperative Extension, UMS will continue to support Maine business owners, employees and State government in the Maine food system sector of the economy (5,600 businesses supported in 2012-2013).

Result: In the Fall of 2015 Maine's public universities unveiled plans to establish the Maine Food and Agriculture Center on the University of Maine campus in Orono. Building on the 16-county reach and reputation of UMaine's Cooperative Extension, the center will be a first-contact conduit through which all seven universities can make existing programs and academic expertise available to all participants in Maine's fast growing food economy. The center will also contribute its expertise to the University's efforts to ensure that at least 20 percent of its food purchases are sourced from local sources by 2020.

- **Year 2.** Through Cooperative Extension, UMS will continue to support Maine business owners, employees and State government in the Maine food system sector of the economy.

Objective 2. Upgrade the skills of the unemployed to prepare them to better match the needs of the economy.

Maine Community College System

Measure 1 ■

- **Year 1.** The Maine Quality Centers* program will provide customized training to at least 150 unemployed and underemployed workers during 2014-2015.

Result: 295 individuals completed other customized training through Maine Quality Centers in FY15.

- **Year 2.** The Maine Quality Centers program will provide customized training to at least 150 unemployed and underemployed workers during 2015-2016 for a total of 300 during the two years.

**See [Appendix A](#) for description of the Maine Quality Centers Program.*

Objective 3. Ensure that programs and services are designed to meet the evolving needs of workers and employers.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will continue to work with Maine Employers' Initiative* members to develop a plan to further extend collaborations in meeting expectations.

Result: UMS is an active participant within Next Step Maine (Maine Employer's Initiative) and serves on its advisory board. All campuses work with NSMMEI in expanding opportunities for employees pursuing higher education, and has expanded scholarship opportunities for adults returning to school (or entering for the first time).

- **Year 2.** UMS will meet with key businesses and community stakeholders to identify an ongoing process for the identification and development of certificates needed for the work place.

**See [Appendix D](#) for a description of the Maine Employers' Initiative/Next Step Program.*

Objective 4. Enhance programs and services for rural Maine.

University of Maine System

Measure 1 ■

- **Year 1.** Working within each region, determine the non-credit programs and services needed within the region and develop recommendations.

Result: UMS through its campuses offers a broad range of professional and continuing education programs across the state including but not limited to: workshops, coaching, business development seminars through New Ventures Maine, the St. John Business Academy, the Community Caring Collaborative in Machias, Employer U (Presque Isle), Cooperative Extension (UMaine Extension), professional development programs and courses through USM and UM and an extensive Senior College network across the entire state. Each campus works collaboratively within its region to determine the best combination of non-credit programs and services needed within the area. In addition, the UMS has recently compiled substantial market research which will aid the campuses and System to determine additional needs within Maine. (For more, see [Appendix D](#).)

- **Year 2.** Design and implement appropriate recommendations.

Objective 5. Align programs and services, where appropriate, to support the efficient progress of workers on their career path.

Maine Community College System

Measure 1 ■

- **Year 1.** The colleges will initiate multiple partnerships and pathways with workforce development agencies and employers to align information technology offerings as proposed in the TAACCCT U.S. Department of Labor grant, *Maine is IT!**

Result: The colleges initiated over 75 partnerships with workforce development agencies and employers as part of its TAACCCT U.S. Department of Labor grant.

- **Year 2.** The colleges will evaluate and strengthen these partnerships and pathways to further align information technology offerings as proposed in this grant.

*See [Appendix A](#) for a description of *Maine is IT!*

Measure 2 ■ **Partnership—UMS, Lead: M CCS**

- **Year 1.** Review best practices in entrepreneurial programs that have proven effective.

Result: In partnership with UMS, M CCS completed in FY15 a review of effective best practices in entrepreneurial programs within U.S. colleges and universities. As part of the review, UMS and M CCS assembled information on a number of existing resources available in Maine to help new businesses start and grow their ventures. These resources include programs at both the community colleges and public universities.

- **Year 2.** From that review, determine what M CCS might offer that would support the success of new and existing entrepreneurs in Maine.

Maine Maritime Academy

Measure 1 ■

- **Year 1.** Assess interest and needs for online and hybrid Continuing Education programs that lead to the certification and re-certification of Maine residents in the marine industry to support the demand determined by historical data. Develop 1-2 new programs for Year 2.

Result: All Mariners at the shipboard management level must complete between one (Master/Chief Mate) to three (Chief Engineer/1st Asst. Engineer) STCW 2010 mandated courses: Leadership and Managerial Skills, Engine Room Resource Management and

Management of Electrical and Electronic Control Equipment prior to January 1, 2017 in order to retain their unlimited licenses. To address this career requirement and recognize the limited time-off mariner contracts afford, MMA Continuing Education is developing and will submit these courses as blended deliveries (27 hours online/8 hours face to face) for USCG approval in Oct/Nov 2015.

- **Year 2.** Implement 1-2 new non-credit Continuing Education programs as described in Year 1.

Maine Department of Education – Adult Education

Measure 1 ■ Partnership—MCCS, UMS, MMA, Lead: DOE

- **Year 1.** In 2014-2015, build on the December 2013 “Working Group on Adult Workforce Readiness” report outlining strategies and implementation for a coordinated system to meet the training needs of adult workers and the workforce needs of employers to determine roles of post-secondary institutions and adult education.

Result: The federal Workforce Innovation and Opportunity Act (WIOA) was passed in June, 2014 to “...increase access to and opportunities for the employment, education, training, and support services they (workers) need to succeed in the labor market”(Public Law 113-128). A three-day meeting of educators, workforce development system providers, labor associations and employers resulted in a vision for workforce development strategies and strategic goals to realize that vision. Education can now begin to take steps to develop and implement career pathways that align education, training and supportive services to meet the requirements of WIOA, the recommendations of the Adult Workforce Readiness report and the state vision.

- **Year 2.** In 2015-2016, according to roles identified in Year 1, review resources needed to support workers on their career path.

Objective 6. Increase participation of under-represented groups.

Maine Community College System

Measure 1 ■

- **Year 1.** Review national best practices for engaging unskilled workers over age 50 in training.

Result: MCCS completed in FY15 an extensive review of national best practices for engaging unskilled workers over age 50 in training. In addition to highlighting a number of strategies targeted specifically at those over 50, the review identified two promising models for further MCCS consideration: Back to Work 50+, an initiative of AARP, and the Plus 50 Initiative, developed by the American Association of Community Colleges.

- **Year 2.** Define a plan and implementation schedule to address the needs of this group.

University of Maine System

Measure 1 ■

- **Year 1.** UMS will complete a market segmentation analysis to identify all populations and verify under-represented groups in the workforce.

Result: The University of Maine System has recently completed a number of market studies, including a population analysis, based on a comprehensive survey of Maine businesses. We will use the information developed from the surveys, in addition to the lessons learned from several of the partnerships mentioned previously in the report, to develop additional programs to support workforce initiatives.

- **Year 2.** UMS will implement programming, where appropriate, to meet needs identified.

APPENDICES

Appendix A:

Maine Community College System Summary of Initiatives

Appendix B:

Maine Department of Education Summary of Initiatives

Appendix C:

Maine Maritime Academy Summary of Initiatives

Appendix D:

University of Maine System Summary of Initiatives

APPENDIX A:

Maine Community College System (MCCS) Initiatives

Early College for ME

Early College for ME is designed to help high school students who are undecided about their future learn more about college. Participants from over 70 Maine high schools receive academic support and guidance and are eligible to enroll in college classes while in high school. They are also eligible for scholarships of up to \$2,000 to a Maine community college. The program is in its 13th year and has served over 7,500 high school students. About one-third of those students received an ECforME scholarship and enrolled in a Maine community college. Additional information about the program and its services is available at <http://www.mccs.me.edu/our-programs/programs-for-high-school-students/early-college/>.

On Course for College Scholars

On Course for College enables qualified Maine high school juniors and seniors to enroll in courses at a Maine community college at little or no cost. The program serves about 700 students each year. Additional information, including college contacts for the program, is available at <http://www.mccs.me.edu/our-programs/programs-for-high-school-students/course-college/>.

Future for ME

The Future for ME program provides Maine high school juniors and seniors interested in a career in precision machining with guidance and scholarships to help them enroll in one of Maine's community colleges. The program initiated and was piloted at Central Maine Community College. It is currently being offered at York County Community College through its precision machining technology program. Additional information, including program contacts, is available at <http://www.mccs.me.edu/our-programs/programs-for-high-school-students/future-for-me/>.

Maine is IT!

Maine is IT! is funded by a \$13 million grant from the U.S. Department of Labor, Employment and Training Administration. All seven of Maine's community colleges are providing programs and services through the program which is projected to serve nearly 2,100 Maine participants

over a three-year period. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications. Additional information about **Maine is IT!** and the programs and services it offers is available at <http://www.mccs.me.edu/our-programs/maine-is-it/>.

Bring College to ME (MCCS)

The MCCS Bring College to ME (BCTM) program was launched in the fall of 2008 as part of the MCCS Rural Initiative. It delivers targeted degree programs in high-skill, high-wage, high demand occupations to rural Maine residents. It 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.

Based on the success of the program, the Maine State Legislature voted in 2013 to provide \$320,000 in annual funding to support four Bring College to ME programs.

Incumbent Worker Training Program

Offered through the MCCS Maine Quality Centers, the Incumbent Worker Training Program is designed to upgrade the skills of Maine's existing workforce. The program covers the full cost of training for companies with 50 or fewer employees and pays 50%-75% of the cost for larger employers. To be eligible for the grants, all trainees must be Maine residents and full-time employees. The business must have a physical location in Maine. Training must be cost effective, and wages and benefits must be competitive. More information is available through the Maine Quality Centers at <http://www.mccs.me.edu/business-resources/training/maine-quality-centers/>.

Maine Quality Centers

The Maine Quality Centers program is an economic development initiative of the Maine Community College System. Its mission is to provide customized workforce training grants to

employers seeking to locate or expand their operations in Maine or who are interested in providing training to their incumbent workers. Training programs are coordinated and delivered through Maine's seven community colleges. The program, now in its 21st year has served over 230 Maine businesses, creating a projected 13,392 new jobs. The estimated return on investment is 14 months. More information is available at <http://www.mccs.me.edu/business-resources/training/maine-quality-centers/>.

Appendix B:

Maine Department of Education (MDOE) Initiatives

Maine Aspiration's Program

Postsecondary Enrollment aka "Aspirations Program"

20-A MRSA Ch. 208-A Current statute as amended by

Public Law 2013 Ch. 368 Part C and Public Law 2013 Ch. 400

Link to statute: <http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach208-Asec0.html>

Eligible Institutions means institutions of the following:

University of Maine System, Maine Community College System and Maine Maritime Academy
Courses at the eligible institutions may be on-site or on-line.
Summer semester is limited to 10% of the total appropriation.

Eligible Students:

Academic and approval requirements:

General student requirements:

The eligible institution has space available for the secondary student;
A junior or senior maintaining a minimum secondary school grade of at least 3.0 on a scale of 4.0, or the equivalent of a "B" average;

The eligible institution has determined that the student has satisfactorily completed any course prerequisites;

The school administrative unit approves; **and**

The student's parent approves.

Exceptions to General student requirements:

A secondary school student who does not meet the grade point eligibility requirements, as specified above, is eligible to participate if:

The student is enrolled in grade 11 or higher in the student's school unit;

The student has received a recommendation to take a postsecondary course or courses at an eligible institution from the student's school administration or from a teacher at the student's school following an assessment of the student by the school administration;

and

The student has been approved for participation in a course or courses by an eligible institution.

Home schooled student requirements:

The eligible institution has space available for the secondary home schooled student;

The eligible institution has reviewed requested evidence of the student's academic fitness and gives its approval for the student to take the requested course(s).

Funding, Age and Residency Requirements:

Eligible students are those secondary school students that are publicly funded students and home-schooled students that are Maine residents.

Secondary students are defined as:

A student who has not reached 20 years of age before the start of the school year. The school year is defined as starting on July 1st and ending on the following June 30th;

Students attending public high schools or is home schooled;

Students attending private high schools paid by the student's resident public school administrative unit;

Secondary aged students not attending high school but taking adult education courses in pursuit of a GED or adult education diploma.

Note: Excludes any student that has graduated (received diploma) prior to enrollment in the postsecondary course.

Allowable credits for funding:

First 6 credit hours each semester by a student in an eligible institution. (50% paid by Dept. of Education)

Up to 12 credits per academic year. (July 1 to June 30)

Maine College Transition program

Maine College Transition (MCT) is a comprehensive approach to college readiness for adults leading to enrollment in post-secondary institutions. It is not just about academic preparation or a student taking a college preparation course. As of FY14, MCT were available at all local adult education programs statewide. MCT programs have at least one post-secondary partner.

Purpose. To provide high quality, cost-effective and accessible pathways to post-secondary education for adults who will then not be in need of remedial coursework.

Target Population(s) Served. The target population for MCT is adults ages 24-44 without prior post-secondary education. First generation higher education candidates have accounted for 41% of participants. Enrollment has typically been one-third male and two-thirds female.

Projected Enrollment/Number Served. Since the program began in 2007, over 7,000 adults have been served. The expectation is to serve at least 300 more adults in FY14, and 500 more in FY15.

Description of Program Services and Outcomes Achieved to Date. Comprehensive programming includes all of the following required programming elements: assessment, intake and orientation, academic preparation, technology, financial aid and college applications, career awareness and exploration, college experience, and college success course.

Outcomes: The National Student Clearinghouse returned records for 5,344 students who participated in MCT between 2006 and 2011. Just over one-half (51.1%) of MCT students—2,731 people—enrolled in college for at least one semester after their MCT participation. One-half of those who enrolled remained continuously enrolled once they entered college. Typical of adult learners, many must take a break from their studies to attend to family and work responsibilities and then return. The number of semesters of college study among this cohort of students ranged from 1 to 18 semesters—including summer sessions. College participation rates in the original 35 communities ranged from 32% to 77%.

Given the successful MCT outcomes to date, recent expansion of service areas, increased focus on student academic and career advisement, and use of technology to overcome barriers of transportation and childcare, which often hamper an adult's ability to access post-secondary education, MCT should continue to play a vital role in increasing the number of college-ready adults.

I-BEST and IET

I-BEST is a nationally recognized best-practice that combines pairs of instructors in the college classroom, one to teach the content area and the other to teach basic skills that might be needed in math, reading, writing, English language. In Maine, I-BEST is being piloted in an adapted form known as Integrated Education and Training (IET). IET provides adult education and postsecondary education and/or workforce preparation concurrently and contextually for a specific occupation or occupational cluster. A variety of instructional models may be used as appropriate. They include:

- Team teaching: a basic skills and/or English language learner (ELL) instructor paired with a content specialist simultaneously teaching in the same learning environment.
- Alternating Teaching: basic skills and/or ELL instructor and content specialist working with the same cohort at different times.
- Contextualized Teaching: basic skills and/or ELL instructor teaching academic subjects in the context of a specific vocation or industry.

Appendix C:

Maine Maritime Academy (MMA) Initiatives

Maine Maritime Academy is pleased to report success in meeting all of the goals outlined in the Statewide Education and Workforce Development Strategic Plan. The goals of the plan dovetail neatly with MMA's current Strategic Plan .

Maine Maritime Academy Prep (MMA Prep)

Purpose. **MMA Prep** is an academic agreement between the **Maine Community College System** (MCCS) and **Maine Maritime Academy** (MMA) that is designed to create a clear pathway to a bachelor's degree from Maine Maritime Academy for students interested in studying business, engineering, technology, science or transportation.

Target Population(s) Served. The program serves students who seek admission to MMA but who have not yet met all of MMA's rigorous academic requirements. **MMA Prep** is available to students at all seven of the state's community colleges.

Projected Enrollment/Number of People Served. MMA recommended the MMA Prep Program to 64 students during the recent admission cycle.

5/50 Program

Purpose. The 5/50 Project is an identification and early intervention strategy for at-risk, first-year undergraduate students at Maine Maritime Academy. The two-year initiative will leverage already high, campus-wide interest in student retention and ongoing efforts aimed at increasing retention and graduation rates. At Maine Maritime Academy, students with the greatest attrition risk are on "academic probation," as defined by poor academic performance. Their six-year graduation rates, which average 34.8%, are about half those of their entering cohorts. The low rates stand in stark contrast to those of virtually every other demographic (e.g. Pell recipients, first generation, ethnic minority, students with learning disabilities) at MMA.

Providing early intervention for *probationary students* at MMA makes sense. Raising the graduation rate of these students to just 50% has the potential to boost the Academy's overall graduation rate by approximately five percentage points. Identifying at-risk students sooner—before they are on probation—seems essential. Current academic and demographic metrics do

not adequately predict risk. Moreover, interventions for at-risk students begin only *after* they are no longer in good academic standing.

Projected Enrollment/Number of People Served. In a typical incoming class cohort, the Academy will place roughly 60 students on academic probation during at least one semester of their enrollment. As with retention generally, attrition of students on academic probation mostly occurs in the first year of college.

Description of Program Services and Outcomes Achieved to Date. The long-term expectation for the 5/50 Project is to increase MMA's overall graduation rate by five percentage points, to about 70%, by increasing the graduation rate of students on academic probation by 15 percentage points, to about 50%. Approximately 10 more students in each incoming class must retain good academic standing and eventually graduate for this to happen. The short-term expectation, then, is to have 10 fewer students on academic probation in the 2014-2015 academic year.

Improving the Performance Fostering and Decision program/advisor is another important outcome for the 5/50 Project, one that can be only partly assessed by the number of students in it. The PFD advisor reaction to the revised program will be assessed through informal meetings and/or surveys.

Appendix D:

University of Maine System Initiatives

The University of Maine System is pleased with the results of this first year of the Statewide Education and Workforce Strategic Plan. They mesh well with our “One University for All of Maine” initiative, which is a multi-campus, mission-differentiated framework with reduced and reformed administration, as well as academic programs and services which leverage and integrate academic resources system-wide to meet student, community and state needs.

Adult Baccalaureate Completion/Distance Education (ABCDE)

The ABCDE initiative is focused on increasing the numbers of adult in Maine who have some college credit but no degree achieve their degree or certificate. Through one-on-one advising through our concierges/navigators at each campus, the development of an adult degree completion scholarship fund to speed progress to degree, and through the addition of programs and services at the campus and System level, ABCDE forms one component of the overall college attainment imperative for Maine. For more information on the initiative, go to: <http://thinkmissionexcellence.maine.edu/priority-initiatives/abcdesc/>

Maine Employer’s Initiative/Next Step Maine

Next Step Maine provides Maine’s public and private employers with informational assistance, resources and training on strategies for providing educational support services in the workplace, and statewide recognition for taking steps to promote educational, skills, and career advancement opportunities for their employees. More information about Next Step Maine can be found at: <http://www.nextstepmaine.org/>

New Ventures Maine

New Ventures Maine, formerly known as Women, Work and Community, helps “individuals recognize strengths, overcome barriers, find resources, develop a plan, and take action toward their goals” (starting a business, finding a career, returning to school, building assets and contributing to their community), through workshops, seminars and coaching. For more information, go to: <http://newventuresmaine.org/>

Pleasant Street Academy

Pleasant Street Academy is a collaboration between UMFK and Fort Kent High School to expand access to and early enrollment in college courses (up to 30 credits) at UMFK. Students emerge

with one year of college credit. More information about Pleasant Street Academy can be found at: http://communityed.umfk.edu/about/rural_u/pleasant_street_academy/

Project>Login

Project>Login is a collaborative effort between key Computer-Science/Information Technology employers and higher education, with the goal of expanding the CS/IT-trained workforce within Maine. More information about Project>Login can be found at: <http://projectlogin.com/>

Unified Online

The Unified Online initiative calls for the development of an implementation plan for an institutional collaboration model. The plan includes a vision for a Center of Excellence in Digitally Enhanced Teaching and Learning, a set of specific recommendations for advancing this initiative, an organizational rendering of an institutional collaborative, and an implementation timeline and budget. It is anticipated that the next steps within this collaborative will occur in early 2016. For more information on Unified Online, go to:

<http://thinkmissionexcellence.maine.edu/priority-initiatives/unified-online/>

On the following pages:

General Education Block Transfer Agreement and Non-Credit and Professional Development Activities



MEMORANDUM OF UNDERSTANDING

**Between
University of Maine System (UMS)
and
Maine Community College System (MCCS)**

PURPOSE

This Memorandum of Understanding between the University of Maine System and the Maine Community College System is intended to improve educational attainment in Maine by enhancing transfer between our two systems through the adoption of a comprehensive general education block transfer agreement.

Students have transferred between the MCCS and UMS for many years, taking advantage of over 150 articulation agreements that exist between our programs of study. In one recent three year-period, 42% of MCCS graduates pursued further education. Forty percent of these graduates (1,115) did so within the University of Maine System. It is our expectation that this percentage will grow as our partnership continues to grow.

For the most part, current UMS/MCCS transfer agreements are between specific programs of study at specific institutions. Although these agreements provide clear guidance to students interested in transferring from one program to another, each has its own requirements that can make the process more complicated than absolutely necessary.

With this memorandum of understanding, we intend that students enrolled in any one of Maine's 14 community colleges and public universities will be able to transfer their general education requirements as a block of credits counting towards their degree.¹ This block transfer memorandum of understanding is designed to eliminate confusion, simplify pathways into and through Maine's public colleges and universities, strengthen advising, accelerate time to degree completion, and reduce costs for students.

This work complements and builds on other transfer initiatives between our two systems that will allow for both reverse transfer² and a more coordinated approach to the awarding of credit for prior learning. All of these initiatives are designed to serve the best interests of our students and ensure maximum transfer of credits for students moving between our two systems.

¹ Development of specific content of the block transfer is currently underway and will be further determined by the UMS and MCCS faculty per their respective governance processes.

² Reverse transfer makes it possible for students to earn all of the college credentials to which they are entitled. A more detailed description is included on page 2 of this MOU.

SHARED UNDERSTANDINGS

The MCCS and UMS agree to the following elements of a **general education block transfer**:

- In order to meet the general education requirements of both systems, courses in the transfer blocks will incorporate common learning outcomes that have been adopted by both the UMS and MCCS using the LEAP framework.³
- Each of the 14 institutions agrees to maintain a current listing of courses that fulfill general education requirements and to update each semester their equivalency tables to reflect equivalencies across the two systems.
- The MCCS will increase its general education requirements in the Associate of Arts degree from 21-22 credit hours to 34-35 credit hours to align with general education requirements of the UMS.
- In expanding general education credit hour requirements for the Associate of Arts degree, the MCCS will revise existing courses and/or create new courses and opportunities for students to fulfill the requirements.
- Courses included in the transfer block will count toward the general education requirements at all 14 institutions. In the past, some courses were accepted only as electives.

We intend that the core elements of the general education block transfer memorandum of understanding will be fully operational within both the UMS and MCCS by fall of 2016.

This memorandum of understanding has broad, positive implications for MCCS and UMS students interested in continuing their educations. Future collaborative efforts between the MCCS and UMS will further expand the impact of these advances. Work has begun and will continue in the following areas:

- **STEM pathways:** UMS and MCCS teams are working to designate clear pathways in a number of high demand STEM (Science, Technology, Engineering, Math) pathways, among them Information Technology and Nursing in which students enroll in key courses that provide them a more efficient and effective path to a STEM-related degree.
- **Prior learning assessment (PLA):** our two systems are continuing our work to align PLA scores along with standards for portfolio and credential review so that students can carry PLA credit forward as they transfer between the two systems.
- **Reverse transfer:** This process enables MCCS students who transfer to the UMS before graduating to transfer credits earned at the UMS back to the community college to fulfill the requirements of an MCCS degree or certificate. It has been piloted at several of our institutions and will be fully implemented at all 14 colleges and universities by the start of the fall 2015 semester.

³ LEAP (Liberal Education and America's Promise)—an initiative of the American Association of Colleges and Universities—organizes courses and curricula around a set of essential learning outcomes.

PROCESSES

To support this memorandum of understanding and its initiatives, faculty and staff from the UMS and MCCS will continue working in close collaboration on transfer issues:

- A Joint Transfer Committee comprised of transfer officers at each of the colleges and universities will continue to meet each semester to identify any areas of concern, remain current on transfer issues, and discuss ideas for continued improvement. Recommendations from the Committee will continue to inform the work of the MCCS and UMS transfer teams.
- A Joint General Education Workgroup of faculty and academic affairs administrators from the UMS and MCCS will meet regularly to review new courses and assess curriculum changes as they are made.
- The two systems have also established a subcommittee to create a common assessment framework for general education courses. This is another important step in ensuring that credits earned within one institution are fully comparable to those at other institutions within the two systems. As a part of this work, faculty teams across the two systems will play a critical role in developing an assessment plan and establishing procedures for ensuring that learning outcomes and standards are compatible across the two systems.
- Institutional research staff in both systems will continue their work to enhance and analyze data on transfer activity and student learning outcomes.
- The chief academic affairs officers of each system will maintain their focused, collaborative efforts on transfer and will continue to meet regularly to assess progress and identify new opportunities and challenges as they relate to transfer.
- Recognizing that a successful transition from high school to college helps lay the groundwork for successful transfer and the attainment of higher education credentials, a joint UMS/MCCS committee will continue working with the Maine Department of Education to assure that the state's public higher education community is prepared for the far-reaching changes resulting from the new (Smarter Balanced) state standards and assessment.
- Finally, the UMS and MCCS teams will continue to work to make transfer among their institutions as seamless as possible by waiving fees whenever possible, developing co-advising and transfer orientation programs, and developing communications and marketing materials that promote transfer and provide students, faculty, and staff with clear guidance on the transfer process.

For the University Of Maine System

By _____
Dr. James Page
University of Maine System Chancellor
June 8, 2015

For the Maine Community College System

By _____
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Non-Credit and Professional Development Activities:

Goal 3, Objective 1, Measure 1 and Objective 4, Measure 1

The following narrative is intended to give examples of non-credit and professional development activities across the UMS and is by no means exhaustive:

University of Maine

The Division of Lifelong Learning (DLL) at the University of Maine promotes learning as a continuous and lifelong process and by providing experiences that enhance quality of life, empower individuals and organizations, improve professional practice and foster global understanding throughout Maine and beyond. The DLL mission is accomplished through a broad spectrum of innovative and alternative academic programs and services designed to provide educational access and equality of opportunity to the people of Maine.

The Frederick Hutchinson Center

The Frederick E. Hutchinson Center (FHC) at the University of Maine attracts approximately 7,000 community members per year to educational and outreach events held at the facility. The following includes a list of some of the activities through the FHC over the past three years, although not an exhaustive list.

Economic Development

- OnProcess partnered with the FHC for recruitment, hiring, testing, orientation, and training of new employees for a project with the goal of creating 200 new jobs in Belfast.
- FHC had representation on the Waldo Cap Transportation Committee with the goal of reducing the transportation barriers to Waldo County citizens seeking educational opportunities, medical care, and employment.

Workforce Development

- Identified specific certificate and professional development program needs in the Belfast area through working with the Goodwill Workforce Solutions Center.
- Participated in an outreach event in Bucksport to provide educational opportunities and degree completion options to displaced Verso Paper Mill workers.
- Worked with Eastern Maine Development Corporation in an effort to meet the educational needs of displaced workers in the region.
- Collaborated with Climate Change Institute and UMaine to explore options for a Sustainability and Adaptation Certificate program.

- Reviewed and published research regarding options and efficacy in online learning.

Community Engagement

- The Camden Conference is a nonprofit, nonpartisan educational organization whose mission is to foster informed discourse of world issues – attracting 230 people.
- Educational arts and culture events include the Belfast Poetry Festival, attracting 125 attendees. FHC art exhibits attract over 500 visitors.
- Midcoast Leadership Academy- 5th cohort of students in fall 2015. Class of 24 students. Partnership between UMaine midcoast leadership certificate program and the Unity foundation.
- The FHC had 150 individuals in attendance for a local Interfaith Conference on Domestic Violence.
- College awareness programs to midcoast high school students- 500 annual participants
- The FHC hosts an annual College Connections Program for college readiness and training with around 40 participants annually.
- Opera Series Program open to the community. Annually 200 participants.
- Justice Program-150 participants.
- Non Profit Management Program- 25 participants.
- Ethics in Mental Health Program- 125 participants
- Medical Outreach Film Program- 50 participants
- Children’s Art Program Show- 200 participants
- Career Orientation Program- 20 participants

As part of the FHC, the Senior College at Belfast is the second largest of the 17 senior colleges in the State of Maine with more than 500 mid-coast members and around 650 participants annually in Senior College activities. The Senior College offers a diverse curriculum of programs, classes and special events for those 50 years and older, along with their spouses or partners. In May 2014, the Senior College at Belfast Art Festival drew in 350 community members. A series of six educational seminars held in partnership between the FHC and the Senior College at Belfast between September 2014 and June 2015 attracted 125 members of the community.

UMaine Extension

UMaine Extension (Cooperative Extension) has been putting university research to work in homes, businesses, farms, and communities for more than 100 years—in every corner of Maine. Educational efforts focus on the Maine Food System, Positive Youth Development, and Community and Economic Development. More information about UMaine extension and its

many programs and services for Maine's citizens and communities can be found at:

<https://extension.umaine.edu/>

University of Maine at Augusta

New Ventures Maine (NVM), f/k/a - Women, Work, and Community, helps individuals recognize strengths, overcome barriers, find resources, develop plans, and take action towards their goals. Goals may include starting a business, finding a career, returning to school, building assets, or becoming active in the community. NVM offers classes and workshops at no charge, in-person and online options, one-on-one coaching. Funding sources include the University of Maine System, federal and state contracts and grants, grants from private foundations, individual and corporate donations, and fee for service. NVM primarily serves adult members of the community experiencing personal or career transitions through training and technical assistance that may include workshops or one-on-one coaching sessions.

From fiscal years (FY) 2013 through 2015, NVM served 845 individuals with financial education and asset development. NVM's asset development program assists the public with basic budgeting skills, credit repair, and savings goals. New Ventures also helps with longer term financial education to help people set asset goals around education, business ownership, and home ownership.

Helping people start businesses is the mission of the NVM Microenterprise program. New Ventures served 1,421 residents from FY 2013 to FY 2015 by taking business concepts from development through testing in order to ensure the viability of our client's business models.

Career planning is the focus of NVM's Workforce Development program. NVM helps people transition from one career to the next by reviewing their skills, interests, and experiences and in relation to occupations in order to identify educational opportunities, research the local job market, and develop a step-by-step plan to help our constituents achieve their goals.

The Senior College at UMA (UMASC) provides continuing education opportunities to adults 50 years of age and older. Each of the over 20 course offerings per semester cover a diverse range of topics, such as literature, current events, politics, religion, science, art, computers, and health. Additionally, UMASC regularly provides an educational lecture series, forums, and concerts. UMASC enrolled 361 community members in courses in Fall 2015.

University of Maine at Fort Kent

The Community Education division at the University of Maine at Fort Kent (UMFK) has endeavored to provide life-long educational opportunities throughout rural Maine. UMFK Community Education offers a wide variety of college aspirations, workforce development, and

professional development programs that cater to the wants and needs of a diverse population. UMFK partners with the MSAD #27 Adult and Community Education Program in order to bring many of these activities to the region.

The St. John Valley Small Business Academy is a program that provides day-long small business and workforce development workshops on a wide variety of topics pertinent to human resources, marketing, technology, and other relevant topics. Since Fall 2012, 108 individuals participated in these workshops. Up to four workshops are offered per year.

The St. John Valley College Access Program (CAP) is a college transition program for aspiring college students who may desire attending college but never had the opportunity, weren't sure they would be successful, or who have been out of high school for a while and are unsure whether or not they have the skill set to prosper. The program addresses all of these issues while providing developmental classes in math, reading, writing, and computer applications taught by local Adult Education instructors on the University of Maine at Fort Kent campus. In addition to these developmental classes the program also includes a variety of college readiness and preparation workshops covering such subjects as stress and time management, the language of college, study skills, career decision-making, applying for admission and financial aid, and college planning.

CAP takes place over the course of 15 weeks, or one semester, and is a fantastic chance to experience student life on campus. Voluntary academic mentoring for individuals who desire extra assistance is also provided. Students who complete the program successfully and enroll at UMFK do not have to complete the one-credit HUM 103 First Year Experience course developed for adult learners. Since Fall 2012, 35 adult learners have completed the program successfully.

The St. John Valley Senior College started as a partnership between MSAD #27 Adult and Community Education, the University of Maine at Fort Kent, and the Fort Kent Elderly Social Action Council. Senior College provides an intellectually stimulating learning environment and wide-range of activities for adults aged 50 and older. Participants are able to ascertain and explore fields such as dog sledding and care, architecture of churches, tours of local areas, and learning how to use such programs as Facebook. Participants are also able to make new friends and challenge their minds in non-credit classes in a no-stress atmosphere. All classes are taught by volunteer instructors. No previous college experience is necessary. Since Fall 2012, 892 individuals participated in this program.

UMFK partners with regional public schools as needed in order to provide professional development workshops/conferences for teachers and educators. The following is a list of the workshops offered since Fall 2012 and their enrollments.

- iPadagogy: Summer 2012: State-wide conference on the use of iPads in classrooms. 76 teachers participated.
- Proficiency Based Education and Transcripts: Fall 2013: Day-long workshop for 90 regional educators.
- Dual Enrollment Instructor Summit: Spring 2015: Two day conference for 50 educators.

University of Maine at Machias

The University of Maine at Machias (UMM) partners with the Community Caring Collaborative in order to bring continuing education units to the community. Continuing education delivered through the collaborative covers an assortment of topics, such as the impact of poverty and dealing with the social problems caused by poverty, compassion fatigue, aging in rural Maine, improving communication, play therapy, mental health, addiction, risk management, and training people on providing support to families. The Caregivers Conference is hosted annually by the University of Maine at Machias with sponsorship from the Maine Veteran's Home in Machias, Community Caring Collaborative, Davis Estates, Marshall Healthcare, and Aramark. Around 377 individuals have been served through UMM's continuing education efforts in collaboration with community partners from FY 12 to FY 15.

In addition to UMM's outreach with the Community Caring Collaborative, the Sunrise Senior College provides a curriculum of intellectually stimulating programs, practical knowledge, social interaction, and special activities for Washington County residents fifty years of age or older, their spouses and/or partners.

University of Maine at Presque Isle

The University of Maine at Presque Isle (UMPI) offers American Management Association (AMA) courses through its Employer U program. AMA courses, part of a multi-course curriculum leading to Certificates in Management and Human Resources Management, are specifically created to meet the unique needs of working professionals who want to be more effective in their current positions and better prepared for future. Approximately 30 students per semester enroll in UMPI's AMA program, which generally runs for six weeks in the fall. Employer U is currently expanding to offer professional development workshops in the Spring of the 2015-16 academic year.

Young Professionals Institute (YPI) is a collaboration between UMPI, MMG Insurance, and Momentum Aroostook. YPI helps participants hone their professional skills through hands-on activities, on-the-spot public speaking assignments, and business simulation exercises. UMPI hosts approximately 16 participants per year for a seven week leadership development series after which they earn a certificate of completion.

Seniors Achieving Greater Education (SAGE) is the senior college at UMPI, serving intellectually curious adults, age 50 and older. SAGE offers courses that vary in length from three to eight weeks. The courses are planned and led on a volunteer basis by SAGE members and guests. Course formats range from lectures and discussions to field trips and hands-on learning. Course topics include arts, sciences, current events, foreign affairs, and specialty courses.

University of Southern Maine

Upgrade the skills of the incumbent workforce.

The University of Southern Maine (USM) provides non-credit activities through the division of Professional and Continuing Education (PCE). USM PCE consists of Professional Development Programs (PDP) and the Osher Lifelong Learning Institute (OLLI). USM's PDP consistently serve between 1300 and 1500 hundred adults each year. The majority of these students are incumbent workers whose employers pay for their training. The training portfolio consists of 50 courses each semester. These courses provide employees with training in key foundational skills such as professional writing and conflict resolution as well as specialized training in business tools such as Lean Six Sigma, Project Management, and Agile.

USM's PDP provides practical, comprehensive training from instructors who are experienced professionals focused on bringing the application of new skills and information directly to the workplace. PDP offers several non-credit certificate programs, career preparation workshops, and test preparation courses for helping people achieve their academic aspirations. Courses are also organized into the following 10 certificate programs which provide comprehensive, in-depth skills and knowledge that employees can apply immediately in their workplaces: Agile, Case Management, Grant Writing, Human Resource Management, Lean Six Sigma Green Belt and Black Belt, Mediation, Professional Communication, Project Management, and Supervision. In addition to sending employees to public offerings, employers may bring the courses and certificate programs in-house on a customized basis to achieve specific training goals for their staff and teams.

Upgrade the skills of the unemployed to prepare them to better match the needs of the economy.

USM Professional Development Programs serve unemployed individuals in a number of ways:

- The USM certificate programs are approved for Workforce Investment Act funding through the Maine CareerCenters.
- Four certificate programs are approved for the use of GI Bill benefits. Veterans work with USM. Veteran's Services to apply their benefits.

- Professional Development Programs has a scholarship designated for individuals who are seeking to create change in their lives and develop a new career path.
- PDP offers a set of courses designed to assist individuals in seeking employment or changing careers.
- Several certificate programs offer individuals the opportunity to start on a new career path to employment, e.g. Case Management, Human Resource Management, and Project Management.

Ensure that programs and services are designed to meet the evolving needs of workers and employers.

USM Professional Development Programs work with employers and professional organizations to ensure that programs are relevant and adapting to evolving workplace needs:

- The Affiliate Program consists of a group of employers who have an ongoing relationship with USM. They receive training at a discount to their employers and provide feedback and programmatic recommendations.
- The courses in the Certificate Program in Human Resource Management are approved by the Society of Human Resource Management (SHRM) and must maintain currency and relevance to meet their standards.
- USM PDP co-produces events with the local professional organizations Agile Maine, Institute of Management Accountants, and Project Management Institute Maine. These relationships ensure that offerings are current and relevant to these professional areas.
- To serve the needs of new Mainers and their employers, USM Professional Development Programs include a course on Pronunciation for Non-Native English Speakers as well as a test prep course for the TOEFL exam.

Programs and services for rural Maine.

USM Professional Development Programs have expanded their offerings to Lewiston-Auburn College in order to increase access to the program and services.

USM Professional Development Programs and the Center for Technology Enhanced Learning are working together to expand access to noncredit programs by designing online options for course delivery.

Programs and services, where appropriate, to support the efficient progress of workers on their career path.

USM Professional Development Programs provide career pathways to professional credentialing through a combination of certificate programs and test preparation. In Human

Resource Management and Project Management individuals can satisfy the education requirements of credentialing with the certificate programs and then prepare for the national certification exams in SHRM-CP, SHRM-SCP, and PMP, with the test prep course.

OLLI provides an extensive array of courses in the liberal arts and sciences to individuals 50 or older. OLLI serves more than 1,700 Portland-area older learners with curious minds. An extensive list of peer taught courses are offered in the fall and spring terms for 8 weeks, and in the winter and summer terms for 6 weeks.

Continuing Education

USM Lewiston-Auburn College (USM-LAC) has a Senior College offering peer taught courses, with no entrance requirements, grades or tests. Courses are offered in the fall, and spring terms for 4, 6 or 8 weeks. We also offer a winter session - special one-day courses available to paid-up members at no additional cost. USM-LAC Senior College also offers a winter session with special one-day courses available to members at no additional cost.