

MAINE STATE LEGISLATURE

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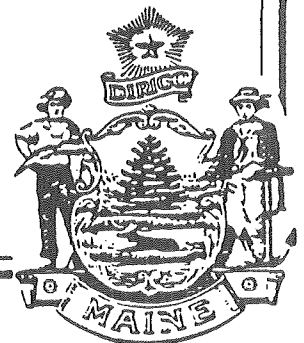


Review of

MAINE TECHNICAL COLLEGE SYSTEM

Joint Standing Committee on Audit and Program Review 1990 - 1991

Volume 2 of 3



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STATE OF MAINE
 ONE HUNDRED AND FIFTEENTH LEGISLATURE
 COMMITTEE ON AUDIT AND PROGRAM REVIEW

April 22, 1991

The Honorable Charles P. Pray, Chair
 The Honorable Dan A. Gwadosky, Vice-Chair
 Members of the Legislative Council:

Pursuant to 3 MRSA §925, we are pleased to submit to the Legislature the final findings and recommendations required to implement the Committee's 1990-1991 study of the following agencies:

- Department of Finance
 - Taxation
 - Administrative Services
 - Accounts & Control
 - Alcoholic Beverages
 - Lottery
- State Liquor Commission
- State Lottery Commission
- Board of Property Tax Review
- Maine Human Rights Commission
- Maine Commission for Women
- Maine High Risk Insurance Organization
- Capital Planning Commission
- Educational Leave Advisory Board
- Maine Technical College System
- Department of the Attorney General
- Department of Defense and Veterans' Services
- Department of Human Services
 - Child Support Enforcement
- State Planning Office
- State Harness Racing Commission
- Board of Pesticides Control
- Board of Veterinary Medicine
- Agricultural Bargaining Board
- Seed Potato Board
- Maine Milk Commission
- Dairy Promotions Board
- Dairy & Nutrition Council
- Maine Blueberry Commission
 - Blueberry Advisory Committee

We would like to thank the following legislators who served from other joint standing committees for providing additional expertise and experience to the Committee's review process:

- Representative Patrick Paradis, Judiciary;
- Representative Peter Manning, Human Resources;
- Representative James Handy, Education;
- Representative John Jalbert, Aging, Retirement & Veterans;
- Representative Robert Tardy, Agriculture; and
- Representative Susan Dore, Taxation.

We also note that these reviews were initiated by the 114th Legislature and would like to especially thank Neil Rolde who served as House Chair at that time as well as Senators Georgette Berube and Linda Curtis Brawn who do not currently serve on the Committee.

Sincerely,


 Beverly M. Bustin
 Senate Chair


 Phyllis R. Erwin
 House Chair

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COMMITTEE ASSIGNMENT & MEMBERSHIP

JOINT STANDING COMMITTEE ON AUDIT & PROGRAM REVIEW 1990-91 REVIEW SCHEDULE

- Department of Finance
 - Taxation
 - Administrative Services
 - Accounts & Control
 - Alcoholic Beverages
 - Lottery
- State Liquor Commission
- State Lottery Commission
- Board of Property Tax Review
- Maine Human Rights Commission
- Maine Commission for Women
- Maine High Risk Insurance Organization
- Capital Planning Commission
- Educational Leave Advisory Board
- Maine Technical College System
- Department of the Attorney General
- Department of Defense and Veterans' Services
- Department of Human Services
 - Child Support Enforcement
- State Planning Office
- State Harness Racing Commission
- Board of Pesticides Control
- Board of Veterinary Medicine
- Agricultural Bargaining Board
- Seed Potato Board
- Maine Milk Commission
- Dairy Promotions Board
- Dairy & Nutrition Council
- Maine Blueberry Commission
 - Blueberry Advisory Committee

COMMITTEE MEMBERSHIP

- Senator Beverly Miner Bustin, Chair
- Senator John J. Cleveland
- Senator Donald L. Rich
- Representative Phyllis R. Erwin*, Chair
- Representative Harriet A. Ketover*
- Representative Beverly C. Daggett
- Representative Harold M. Macomber
- Representative John A. Aliberti
- Representative George A. Townsend
- Representative William Lemke
- Representative Catherine Koch Lebowitz
- Representative Eleanor M. Murphy
- Representative Wesley Farnum

* served as Subcommittee Chair for the review

Adjunct Members:

- Representative Patrick Paradis, Judiciary
- Representative Peter Manning, Human Resources
- Representative James Handy, Education
- Representative John Jalbert, Aging, Retirement & Veterans
- Representative Robert Tardy, Agriculture
- Representative Susan Dore, Taxation

THE COMMITTEE PROCESS

The Joint Standing Committee on Audit and Program Review was created in 1977 to administer Maine's Sunset Act which "request "... a system of periodic justification of agencies and independent agencies of State Government in order to evaluate their efficacy and performance." (3 MRSA §922) To carry out its mandate, the overriding goal of the Audit Committee is to increase governmental efficiency by recommending improvements in agency management, organization, program delivery, and fiscal accountability.

The Committee process unfolds in five distinct phases, which can be briefly described as follows:

PHASE ONE: RECEIPT OF PROGRAM REPORTS

The law requires that agencies due for review must submit a Program Report to the Committee in the year prior to review. The Program, or Justification, Report prepared by the agency provides baseline data used to orient staff and Committee to the agency's programs and finances.

PHASE TWO: REVIEW BEGINS

At the start of each review, the Committee Chairs divide the full Committee into subcommittees, appoint subcommittee chairs and assign each subcommittee responsibility for a portion of the total review. Each subcommittee is augmented by at least one member from the committee of jurisdiction in the Legislature; i.e. the subcommittee reviewing the administration and management of the Maine Technical College System will include a member of the Education Committee.

PHASE THREE: SUBCOMMITTEE MEETINGS

The subcommittees created by the Committee meet frequently when the Legislature is in session and every three to four weeks between the sessions to discuss issues regarding the agency and make recommendations for change. Staff will prepare material for the subcommittee's deliberation and present it to the subcommittee in one of several forms; as an option paper, discussion paper, or information paper. The Committee has found that these formats facilitate the process by cogently and objectively describing the topic for discussion and the points

necessary for expeditious decision-making. These subcommittee meetings are not formal hearings but are open to the public and are usually well attended by interested parties. The subcommittees conduct their business in an open manner, inviting comment and providing a forum for all views to be heard and aired.

PHASE FOUR: FULL COMMITTEE MEETINGS

The full Audit and Program Review Committee considers the recommendations made by each subcommittee. These meetings are another opportunity for the public to express its views.

PHASE FIVE: THE LEGISLATURE

Following the full Committee's acceptance of subcommittee recommendations, Committee staff prepare a text and draft a bill containing all the Committee's recommendations for change. The Committee introduces its bill into the Legislative session in progress and the bill is then referred to the Audit and Program Review Committee. As a final avenue for public comment prior to reaching the floor, the Committee holds public hearings and worksessions on all its recommendations. After the Committee concludes deliberations and amendments, the bill is reprinted and placed on the agenda for consideration by the entire Legislature.

SUMMARY OF RECOMMENDATIONS

The Committee categories its changes into Statutory and Administrative Recommendations. The Committee's bill consists of the Statutory Recommendations. Administrative recommendations are implemented by the Agencies under review without statutory changes. In some instances, the Committee includes a finding which requires no further action but which highlights a particular situation. Recommendations include, where possible, the proposed change and the reason for this change. For more specific detail, refer to the narrative of the recommendations.

STATUTORY	56.	Continue the Maine Technical College System under the provisions of the Maine Sunset Law.
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STATUTORY 57. Remove the requirements that one member of the Board of Trustees must also be a member of the University of Maine Board of Trustees and that one member also be a member of the State Board of Education.

STATUTORY 58. Repeal the requirement that the Board of Trustees must report to the Legislature any cumulative transfers of more than 10% between line categories.

STATUTORY 59. Decrease the required number of Board of Trustees meetings from 10 to 6.

STATUTORY 60. Allow the Board of Trustees to establish policies relating to the setting of various financial charges by each technical college.

STATUTORY 61. Allow campus presidents to appoint their senior management teams.

STATUTORY 62. Repeal the inaccurate provision in current law which specifies that the Board of Trustees is responsible for coordinating and administering the federal Job Training Partnership Act.

STATUTORY 63. Allow the Board of Trustees to review and approve, when necessary, procedures developed by the System President.

STATUTORY 64. Allow the presidents of each technical college to make rules for the on-campus control of the movement and parking of vehicles.

STATUTORY 65. Repeal the provision of current law which requires the Chair of the Board of Trustees to present an annual report to the Joint Standing Committee on Education.

STATUTORY 66. Repeal the provision of current law which requires a detailed analysis as a part of the annual report to the Legislature.

STATUTORY 67. Require that the Maine Technical College System distribute copies of each system-wide strategic plan to all members of the Legislature.

STATUTORY 68. Repeal an obsolete provision of current law which requires the Board of Trustees to establish certain requirements for different types of driver education.

ADMINISTRATIVE 69. Direct that the Board of Trustees develop organizational mechanisms designed to significantly improve communication between the Board and faculty and students with discussion and consideration towards including student representation on the Board. Report to the Joint Standing Committee on Audit and Program Review during the compliance review on what mechanisms have been developed.

ADMINISTRATIVE 70. Direct that the Board of Trustees develop a Policy and Procedures Manual. Submit that manual to the Joint Standing Committee on Audit and Program Review by September 1, 1991.

ADMINISTRATIVE 71. Direct that the Board of Trustees formally review for approval purposes the existing philosophy/mission statements currently being used by each technical college. Include subsequently approved mission statements in the Board's Policy and Procedures Manual.

ADMINISTRATIVE 72. Direct the Board of Trustees to develop a written policy regarding the review of existing academic programs. Report to the Joint Standing Committees on Audit and Program Review and Education by September 1, 1991.

ADMINISTRATIVE 73.

Direct the Board of Trustees to develop a formal plan to eliminate the room and board subsidy over the next 3 - 4 years. Report to the Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education with the plan by September 1, 1991. Further recommend that the Board of Trustees include a status report on the subsidy issue in its annual report to the Legislature.

ADMINISTRATIVE 74.

Direct that each of the technical colleges submit annual standardized data relating to deferred maintenance, energy conservation, and cost comparisons of renovation versus new construction to the Board's Finance and Facilities Committee.

FINDING 75.

The Committee finds that the Maine Technical College System has a critical need for technical training equipment at each of the six technical colleges.

STATUTORY

76.

Authorize a general obligation bond issue in the amount of \$10,045,000 to purchase needed technical training equipment for the Maine Technical College System.

FINDING

77.

The Joint Standing Committee on Audit and Program Review finds that future general obligation bonds issued by the State of Maine for the Maine Technical College System should not include funding for residence halls. Instead, funding for these, and other self-supporting facilities, should be funded by revenue bonds issued by the State and paid for with revenues generated through use of the facility.

ADMINISTRATIVE

78.

Direct that the System Office submit an updated analysis of financial ratios to the Committees on Audit and Program Review and Appropriations and Financial Affairs during the compliance review.

STATUTORY

79.

Specify that the Maine Technical College System will submit its own prioritized capital improvements budget request. This request will be arrived at with the advice of the Bureau of Public Improvements and will be submitted as a part of the Governor's budget.

STATUTORY

80.

Provide the System President with the opportunity to make an annual address to the Legislature regarding the current state of the Maine Technical College System.

ADMINISTRATIVE

81.

Direct that the System Office budget for a base share of the cost of conducting presidential searches for the technical colleges.

ADMINISTRATIVE

82.

Direct the Board of Trustees to develop a written policy on presidential searches.

FINDING

83.

The Committee finds that there is a need for the Board of Trustees to include more financial aid as a component of the budget submitted to the Governor.

FINDING

84.

The Committee finds that the proposed rule change for federal financial assistance programs for students, which will change the manner in which "clock hours" are counted, will result in the ineligibility of 35% of the students currently attending the Maine Technical College System to receive financial assistance from these programs. The Committee further finds that this proposed rule change unfairly penalizes the Maine Technical College System for abuses that have been perpetrated by out-of-state institutions.

FINDING

85.

The Committee finds that the federal Perkins Vocational Rehabilitation Education Act should continue to allow states the flexibility to allocate funds to service providers according to local priorities.

ADMINISTRATIVE

86.

Implement all of the recommendations included in the recent Grant Writing Capacity Study Report. Report to the Joint Standing Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education by May 1, 1991 and on January 1, 1992 on the status of the recommendations.

ADMINISTRATIVE 87.

Direct the Board of Trustees to examine the role and function of Vice Presidents at each of the technical colleges. Report to the Committee during the compliance review on the results of this examination.

FINDING 88.

The Committee finds that because of historically male dominated trades and occupations, women have not had the same opportunity for employment for positions within the Maine Technical College System. As a result of this past employment history, there are significantly fewer women than men employed by the Maine Technical College System, particularly at top level positions. Therefore, women have not had the same historical opportunities to obtain or be promoted to jobs that pay higher level salaries. The Committee also finds that the System has recently been providing women with more opportunities for employment and career advancement. Finally, the Committee finds that the Maine Technical College System should aggressively act in the future to ensure equitable employment and career opportunities for women.

FINDING

89.

The Committee finds that there are many academic programs offered by the Maine Technical College System which have predominantly, if not exclusively, male or female enrollments. The Committee further finds the Maine Technical College System should work aggressively to encourage students regardless of gender to enroll in any of the academic programs offered by the Maine Technical College System.

FINDING

90.

The Committee finds that the Maine Technical College System needs to continue to articulate the needs of the System through a well designed planning process which produces goals and objectives to help address the System's needs.

ADMINISTRATIVE

91.

Direct that the System's strategic plan be adjusted to include a specific plan for each campus which will encourage students to participate in non-traditional academic programs. Report to the Committee during the compliance review on the development of these plans.

ADMINISTRATIVE 92.

Direct that the Maine Technical College System report to the Committees on Audit and Program Review and Education during the compliance review on the progress made on the System's FY 91 work plan.

FINDING 93.

The Committee finds that there is a need for more day care programming and facilities within the Maine Technical College System.

ADMINISTRATIVE 94.

Direct the System to develop a survey designed to assess the current and projected student needs for day care programming and facilities within the Maine Technical College System. This survey should be included as a part of the Fiscal Year 91 work plan. Report to the Committee during the compliance review on the results of this survey.

ADMINISTRATIVE 95. Direct that the Maine Technical College System develop relevant statistics on various unmet needs of the System, such as additional educational programs and student waiting lists for existing programs. Report to the Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education during the compliance review.

FINDING 96. The Committee finds that a significant number of students attending the Maine Technical College System do not have the basic educational skills to successfully participate in technical programs at the higher education level. The Committee further finds that the Maine Technical College System, and other institutions of higher education, must currently expend a significant amount of scarce financial resources for remedial programs in order to provide students with the necessary skills.

ADMINISTRATIVE 97. Create a Task Force to assess the numbers and types of students in the Maine Technical College System who need remedial programming. Report to the Committees of Audit and Program Review and Education by December 15, 1991.

FINDING

98.

The Committee finds that each technical college should develop an emergency loan fund to be administered by the Student Services Unit within that college.

ADMINISTRATIVE

99.

Direct that the Board of Trustees establish a policy for the use of Emergency Loan Funds.

ADMINISTRATIVE

100.

Direct that Southern Maine Technical College phase out its financial subsidy for the Energy Testing Laboratory of Maine. Savings generated from the subsidy phase-out should be used to fund educational priorities within the college.



INTRODUCTION

The Joint Standing Committee on Audit & Program Review has the statutory responsibility to periodically review all organizational entities within Maine State Government. For most review efforts, the Committee has reviewed what might be considered to be "traditional" state agencies; those organizational entities that are a part of the executive branch of Maine State Government. In general, these agencies exist to administer statutory law which reflects legislative intent and decision making on matters of public policy. For executive branch agencies, policy making authority is limited to decisions as to how legislative intent can best be interpreted and administered.

While the actual task of reviewing any state agency is a complicated and multi-faceted undertaking, the Committee has developed an approach which results in a comprehensive review of all aspects of an organization's statutory mandate, organizational structure, financial resources and expenditures, staffing and program administration. From this review process, the Committee is able to formulate a series of recommendations, both statutory and administrative, which are intended to improve the overall effectiveness and efficiency of the organization under review. When appropriate, the Committee has acted decisively to clarify or change mandates, implement significant reorganization, improve the utilization and expenditure of financial resources, and create a higher degree of program effectiveness and cohesiveness.

This year, the Audit & Program Review Committee was presented with a somewhat different type of a review subject. The Maine Sunset Law requires that the Maine Technical College System undergo review. While the inclusion of the Maine Technical College System as a review topic does not appear to be any different than any other, an examination of the legal status of the System and its relationship to Maine State Government suggests that the System is an organizational entity which is fundamentally different than most of the Committee's previous review topics. As discussed in greater detail in this report, the Maine Technical College System has been created by legislative charter as a body to which both policy and administrative decision making authority has been delegated by the Legislature. The Maine Technical College System is not a part of the executive branch nor are any of its employees considered to be Maine State Government employees. Instead, the Maine Technical College System is a relatively autonomous, state authorized institution which exists to provide post-secondary

technical educational programming to the people of the State of Maine.

Given that the Maine Technical College System is created by law and that all policy and administrative decision making authority has been delegated to the Board of Trustees by the Legislature, the Audit & Program Review Committee decided to adjust the review process to reflect this significantly different governing relationship. Accordingly, the Committee's review of the Maine Technical College System has been limited to the manner in which the System is administered and managed. The purpose of this approach was to remain cognizant of the importance of the notion of academic freedom. The importance of academic freedom is central to the Legislature's decision to delegate overall decision making on public higher education to educators, thus removing it as much as possible from the traditional political realm. By deciding to focus on the manner in which the System is managed and administered, the Committee has sought to reach an accurate understanding of how the system is currently organized and how it functions, without intruding on the Board's academic decision making responsibilities.

The Audit & Program Review Committee determined that there may be a number of instances where it would be appropriate to issue either statutory or administrative recommendations or to make a finding. The Committee has issued recommendations or findings which seek to clarify and improve the present relationship between the System and the Legislature, as well as make a number of recommendations which address issues of administrative process and fiscal accountability.

In constructing this review of the Maine Technical College System, the Audit & Program Review Committee has sought to provide a report to the Legislature and the people of the State of Maine, which clearly and accurately describes the organizational relationships which exist within the System, as well as useful information regarding the unique financial operations of public higher education, staffing levels, administrative procedures and the overall decision making process used by the System. Finally, the Committee has devoted a considerable amount of its time and resources to review each of the 6 campuses in the manner described above.

Throughout the review process, the Committee has intended to conduct a review which furthers legislative understanding of the Maine Technical College System and to make constructive recommendations which will benefit the System and the people of the State of Maine. The purpose of this report is to communicate in a written form the results of the Committee's review of the Maine Technical College System. This report is organized into

sections which explain the System and its components in a logical and understandable way.

First, the report provides a discussion of the history of the System with an emphasis on its relationship with the Legislature. This portion of the report also includes segments on the nature of the System's legal relationship with the Legislature and a description of how that relationship translates into the budgetary process through which the Technical College System receives most of its revenues.

Second, the report covers the overall structure of the Maine Technical College System. Included in this section are detailed discussions regarding current System organization.

Next, the Committee's report delves into all aspects of operation and management with regards to the Board of Trustees, the System office and System wide services. For each of these units, the Committee investigated and reviewed such topics as purpose, organizational structure, current staffing levels, current operating procedure, and financial management.

Finally, to acquire a complete understanding of the current manner in which the various components of the System are administered and managed, the Committee reviewed each of the six campuses. To accomplish this phase of the review, individual Committee members and staff visited each campus for at least a two-day period. Numerous interviews and public meetings were conducted during these visits to gather information and impressions from administrators, faculty, professional staff, other employees and students. The Committee has included the results of this review process for each campus towards the end of this report.

Throughout this report, the Committee has included recommendations and findings which it believes are constructive and keeping with the nature of the relationship between the Technical College System and the Legislature. As determined by priorities gathered through a survey of current legislators, the Committee has made recommendations which will improve accountability from the System by the Legislature, clarify the current budgetary process, provide critically needed technical training equipment, make better use of a number of existing financial resources, improve the effectiveness of certain System procedures, and increase meaningful communication from the System about issues of significant importance to the Legislature. The Committee has also issued a number of findings, the purpose of which is to draw attention to, and describe, the Committee's perspective regarding a number of situations and issues that are associated with the Technical College System.

The Committee's review of the Maine Technical College System represents a significant legislative effort to comprehensively understand the manner in which the System is administered and managed. It is also intended that this review contribute to a positive and constructive relationship between the Maine Technical College System and the Legislature.

RESULTS OF LEGISLATIVE SURVEY

In a number of past review efforts, the Audit & Program Review Committee has conducted surveys of the various constituencies that are affected by the agency under review. The Committee has used the results of these surveys to gain additional perspective and information about the particular agency and, when appropriate, has used the survey results as a basis for formulating recommendations.

For this review of the Maine Technical College System, the Audit & Program Review Committee carefully considered the considerable amount of legislative interest and financial resources that have been directed to the Technical College System in recent years. Given the high degree of legislative interest in improving the Technical College System, the Committee decided to expand upon many of its previous review efforts and to conduct a survey of all members of the 114th Legislature with regards to their perceptions and stated priorities for the Maine Technical College System. As in the past, the Committee intended to use these results to help shape the direction and focus of the review of the Technical College System.

The Committee constructed this survey over the course of several meetings during the summer of 1990. Copies of the final survey instrument were sent to each legislator on June 28, 1990.

In total, the Committee received 73 completed surveys. This figure of 73 represents 39% of the total 186 legislators. The Committee interpreted these results with some caution in that not enough responses were received to statistically conclude that these results necessarily reflect the view of the Legislature. However, the Committee noted that the proportions of House (85%) and Senate (14%) respondents corresponds fairly well with the actual membership proportions of these bodies; 81% and 19% respectively.

A complete copy of the original survey instrument with detailed statistical results has been included as Appendix 1. The Committee found that several significant highlights emerged from these results:

-
- a significant majority (62%) of legislators described the present relationship between the Legislature and the Technical College System as either "excellent" (18%) or "good" (44%);
 - "Better communications" was mentioned most often (44%) as the way in which the present relationship between the Legislature and the Technical College System could be improved, followed by "an improved budgetary/appropriations process" (32%) and "increased accountability" (15%);
 - a significant majority (81%) of legislators favored either a higher rate of increase (48%) of appropriations to the Technical College System or the same rate of recent increases (33%) of appropriations;
 - the overall need for more programs and fiscal resources for the Technical College System was mentioned most often by legislators as the primary concern of their constituents with regards to the Technical College System;
 - an overwhelming majority (97%) said that the Technical College System was either "very important" (74%) or "important" (23%) to Maine's economy; and
 - a significant majority (86%) said that the quality of the Technical College System was either "good" (48%) or "excellent" (38%).

As evidenced by the contents of this report, the Committee used the survey results to develop certain recommendations. In particular, these results helped to produce recommendations to improve communications between the Legislature and the Technical College System and to address certain acute resource needs of the System.

DEFINITION OF POST-SECONDARY TECHNICAL EDUCATION

Current law (20-A MRSA §12703) establishes that the Maine Technical College System has a basic mission to provide necessary academic programming which is oriented to the educational, occupational and technical needs of Maine citizens and the workforce needs of Maine's employers. The Committee found that

this mission is relatively specific when compared to the mission of the University of Maine System which is, "... to develop, maintain and support a cohesive structure of public higher education in the State of Maine". (P&SL 1967, ch. 229)

The Committee further found that the recent renaming of the Maine Technical College System also reflects a more refined mission for the system.

To gain a working understanding of the unique nature of post-secondary education, the Committee made use of a book authorized by the present President and Chief Executive Officer of the American Association of Community and Junior Colleges, Mr. Dale Parnell. In his book, The Neglected Majority, Mr. Parnell contends that the needs of a great many students are not necessarily well served by an educational system which is oriented towards assuming that a 4-year baccalaureate degree is the correct and only goal for students. While acknowledging the ongoing need for a highly refined and effective baccalaureate educational system, Mr. Parnell holds that the real educational needs of the majority of non-4 year college track students are neglected.

Mr. Parnell further contends that secondary education for the "neglected majority" of so-called "general", non-4 year college track students is relatively unfocused and does not adequately prepare most students for meaningful careers which are relevant to their interests and goals.

Upon review, the Committee found that the implications of the Neglected Majority suggest that society's increasing need for technological expertise corresponds well to the interests and ambitions of the "neglected majority" of general education students. Further, the Committee found that the skills and training which are necessary for the many technological jobs in today's society can be provided through a post-secondary educational setting such as that offered by the Maine Technical College System.

In conclusion, the Committee found that although Parnell does not appear to offer a concise definition of technical education, it might be inferred from his work that post-secondary technical education can be defined as the provision of educational programs in a higher education setting which are designed to meet the career aspirations of most non-4 year college students and the technically oriented workforce needs of society. In addition, post-secondary technical education has the responsibility of promoting excellence in the pursuit of technological knowledge and skills and must promote a career approach which sustains life-long learning.

HISTORY

Public post secondary technical education in Maine was a direct consequence of the vocational training needs of the nation during World War II. As a continuance of that effort, and to meet the career aspirations of many returning veterans, in 1944 Congress enacted the Serviceman's Readjustment Act, popularly referred to as the "G.I. Bill". The purposes of this bill were to retrain veterans for civilian occupations and to encourage a more gradual reentry into the work place of this massive influx of new workers.

Many veterans used the funding provided by the G.I. Bill to attend 4 year baccalaureate colleges and universities. Other veterans had different kinds of goals and ambitions which were not appropriate to the traditional 4-year college degree, yet required a formal post secondary educational experience. To fill this need, post-secondary vocational institutions were developed across the country which offered a variety of 2 year associate degree programs, as well as less exacting certificate and diploma programs.

In Maine, the development of post-secondary vocational education, which is now more frequently referred to as **technical education**, was first manifested in the establishment of the Maine Vocational-Technical Institute in 1946. The specifics of this event and a chronology of significant events in the development of the Maine Technical College System are as follows:

- 1946 - Governor Horace A. Hildreth provided a start-up grant of \$125,000 to establish, as a part of the Department of Education, the Maine Vocational-Technical Institute (MVTI) in Augusta. In its early years, MVTI had substandard facilities and had to use surplus equipment. The first four programs; Automotive, Electrical, Machine, and Radio, were offered by a faculty and staff consisting of 10 people to a student body of 80 veterans;

- 1952 - To provide more adequate space for the expanding MVTI program, the Legislature purchased the 55 acre Fort Preble facility in South Portland from the Federal Government. MVTI was moved to that location during that same year;

- 1961-62 - In response to the growth and success

of MVTI and the emerging technological needs of the space age, policy makers in Maine began to lay the groundwork for a significant expansion of the public post-secondary vocational programming effort in Maine. First, in 1961, the Legislature responded to this emerging need by authorizing the establishment of an additional VTI in Presque Isle. Second, in 1962, the Bureau of Vocational Education in the Department of Education issued a master plan entitled, "Vocational-Technical Education for the Space Age". In brief, this plan advocated the establishment of 2 additional VTI's and proposed the development of the secondary vocational centers and regions which now serve Maine's secondary school population;

●1963 - The second VTI, then known as the Northeastern Maine Vocational Institute, opened in Presque Isle with an entering class of 78 students. During that same year, the Legislature established a VTI for the Androscoggin Valley Region. This VTI, the "Androscoggin State Vocational Institute" was located in Lewiston and opened in 1963 to an inaugural class of 48 students;

●1964 - The Legislature authorized the establishment of the Eastern Maine Vocational Technical Institute in Bangor. (However, this campus did not open until 1966);

●1965 - Each of the existing campuses were renamed to reflect the broad geographic regions served by each campus:

<u>Former Name</u>	<u>New Name</u>	<u>Region Served</u>	<u>Location</u>
●Maine Vocational- Technical Institute	Southern Maine Vocational- Technical Institute	Southern Maine and Midcoast	South Portland
●Androscoggin State Vocational Institute	Central Maine Vocational- Technical Institute	Androscoggin and Kennebec Valleys	Lewiston
●Northeastern Maine Vocational Institute	Northern Maine Vocational-Technical Institute	Northern Maine	Presque Isle
●Eastern Maine Vocational Technical Institute	Same	Penobscot Valley and Down-East Region	Bangor

-
- 1966 - CMVTI moved to its current 110 acre campus in Auburn;
 - 1968 - EMVTI moved to its current 95 acre campus in Bangor. In addition, a bond issue was approved by Maine voters to establish the Washington County Vocational-Technical Institute in Calais;
 - 1969 - WCVTI opened for classes by using the Calais Armory as a temporary facility;
 - 1970 - WCVTI moved to its current 400 acre campus in Calais;
 - 1971 - The sixth and final VTI campus, Kennebec Valley Vocational-Technical Institute, was established and opened in Waterville. KVVTI was first located in facilities owned by the Waterville Regional Vocational Center;
 - 1977 - WCVTI opened an additional facility known as the Marine Trades Center in Eastport;
 - 1978 - KVVTI moved to a new facility, the Gilman Street Junior High School in Waterville;
 - 1983 - KVVTI moved to its current 60 acre campus in Fairfield;
 - 1986 - The VTIs were separated from the Department of Educational and Cultural Services. The Legislature reorganized the VTIs into an autonomous post secondary system to provide technical education. In doing so, the Legislature created the Board of Trustees as the sole policy making authority for the Technical College System;
 - 1988 - The System Office began offering system wide finance and personnel services. Prior to this date, these services were still being provided by the Department of Educational and Cultural Services as part of the transition to an autonomous agency;
 - 1988 - In November of 1988, the Board of Trustees adopted a strategic plan for the system which establishes the following goals:

-
- Increase the proportion of non-general fund monies to General fund monies;
 - increase enrollment levels;
 - enhance current programs;
 - establish new programs;
 - establish new partnerships/approaches to increase capacity; and
 - implementing staff development efforts as a means of achieving system goals.

•1989 - Several significant events occurred for the Maine Technical College System. First, the System's first Executive Director, Dr. Audni Miller-Beach resigned. Dr. Miller-Beach was replaced by the former Commissioner of Labor, Mr. John Fitzsimmons. Second, the Legislature renamed the VTI System as the "Maine Technical College System" to reflect a more clearly defined role in post-secondary education. In addition, each of the VTIs were named as Technical Colleges with appropriate title changes for upper level administrators. Third, Maine citizens approved a general fund bond issue referendum in the amount of \$20,210,600 to provide funding for capital improvements to take place on each of the six campuses; and

•1990 - The System was successful in advocating for a significantly less severe budget reduction than had been originally proposed by the Governor. In addition, the Legislature enacted a law which changed the title of "Executive Director" to "System President". The purpose of this change was to properly reflect the role and status of this position as the chief executive officer for the Maine Technical College System.

GOVERNANCE RELATIONSHIP WITH THE LEGISLATURE AND THE EXECUTIVE BRANCH

Public post-secondary technical education in the State of Maine is provided by the Maine Technical College System. As authorized by law (20-A MRSA §12701 et seq.), the Technical College System is established to, "...provide associate degree diploma and certificate programs directed at the educational, occupational and technical needs of the state's citizens and the work force needs of the state". Generally speaking, the Technical College System is not considered to be a state agency.

Instead, the Maine Technical College System is established by Maine law as, "a body corporate and politic and a public instrumentality of the state and the exercise of the powers conferred by this chapter shall be deemed and held to be the performance of essential governmental functions." (20-A MRSA §12701). This particular legal status is designed to promote the autonomy of the Maine Technical College System and remove it as much as possible from the political sphere.

According to current law (20-A MRSA §12705) the Board of Trustees has been authorized by the Legislature as the sole policy making body for the Maine Technical College System. In other words, specific policy and administrative decisions made by the Board of Trustees, while subject to public scrutiny and debate, are not subject to formal legislative approval.

In seeking to place the governance relationship between the Technical College System and the Legislature in some perspective, the Committee reviewed the realm of governing relationships for other states and their public institutions of higher education.

The Committee found that there appear to be 2 distinctly different methods by which states have created and govern their institutions of public higher education:

1. Constitutionally authorized - approximately 10 states have constitutions which specifically authorize and create a state institution(s) for public higher education. When created in this fashion, the state institution for public education is "(elevated) above the condition of a mere agency in the legislature and places in a position of pre-eminence in the state's legal structure." In practical terms, the legislatures in those states have no authority over the governance of public institutions of higher education.

2. Legislatively Authorized - most states have established their public institutions of higher education through statutory law, i.e. legislative action. In these states, the state university is generally thought of "as a creature of the legislature." However, there is a wide range of approaches as to what degree of operating autonomy is bestowed by the various legislatures to the institutions.

At one extreme, legislatures have created governing boards which are highly independent of state government and are often not considered to be part of state government. At the other extreme, a number of state legislatures have created institutions

of higher education without a governing board. These institutions are considered to be state agencies with virtually no autonomy.

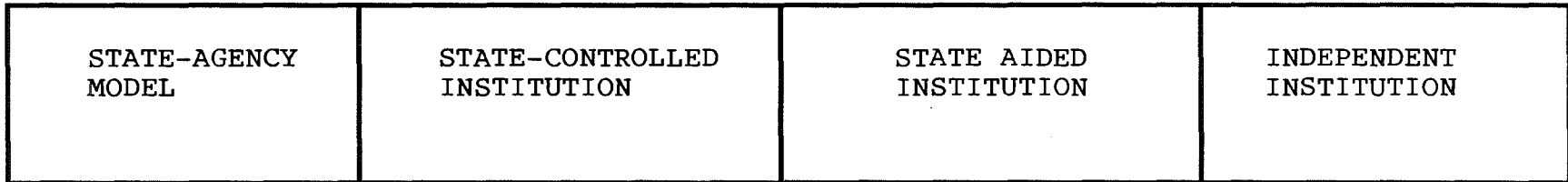
Diagram I portrays and describes the System's current governance relationship relative to other prevalent models. Briefly stated, the current Maine Technical College System governance structure appears to most closely resemble the "state-aided Institution" model. Relative to other states, the Maine Technical College System is a fairly autonomous institution which is created and aided by the state. However, when compared to the University of Maine System, the Maine Technical College System has a significantly greater number of formal ties to the executive branch. For that reason, the Maine Technical College System is depicted in the governance diagram as being closer to the state-controlled institution model.

It is important to emphasize that the governance relationship for the Maine Technical College System has undergone a significant change in a relatively short period of time. Prior to 1986, the former vocational-technical institutes most certainly would have been described as a "state controlled institution", or perhaps even as a "state agency". It appears the Maine Technical College System is moving in a direction of gradually weaning itself from many of its current relationships with the executive branch of Maine State Government.

As mentioned earlier, until 1986 the Maine Technical College System was a part of the Department of Educational and Cultural Services and therefore was a part of the executive branch. Under that governing relationship, the State Board of Education functioned as the chief policy making and administrative decision making body. Within the Department of Educational and Cultural Services, the technical colleges, then known as vocational-technical institutes, were administered through the Bureau of Vocational Education. Like other agencies within the executive branch, the vocational-technical institutes were subject to line item appropriation by the Legislature and their budget was submitted as a part of the overall Department of Educational and Cultural Services budget. In addition, tuition revenues collected from Vocational Technical Institute students were deposited into the General Fund and therefore were not "owned" by the vocational-technical institutes.

Upon their separation from the Department of Educational and Cultural Services in 1986, the technical colleges were established by the Legislature as the Maine Technical College System. Upon review, the Committee found that this basic statutory governance relationship is quite similar to that established by the Legislature, over a much longer period of

**DIAGRAM 1
GOVERNANCE MODELS:
PUBLIC HIGHER EDUCATION**



TENDENCIES:

- LEGISLATIVELY ESTABLISHED;
- GREATER STATE CONTROL;
- STATE FOCUS ON MEANS



**MAINE TECHNICAL
COLLEGE SYSTEM**



UNIVERSITY OF
MAINE SYSTEM

TENDENCIES:

- CONSTITUTIONALLY ESTABLISHED;
- GREATER INSTITUTIONAL AUTONOMY;
- STATE FOCUS ON ENDS

Adapted by Audit Staff
June 1990

time, with the University of Maine System. In essence, the Maine Technical College System, like the University of Maine System, has been established as an "agency of the State" which is not a part of either the executive, legislative, or judicial branches of government. The Maine Technical College System is that public entity created by state law, to provide post-secondary technical education for the people of the State of Maine.

Given its fairly recent status as an agency within the executive branch, the Maine Technical College System had to undergo a transition to its present status as an independent state-authorized entity. When first separated from the Department of Educational and Cultural Services, the System continued to receive various financial and accounting services from the Department until the end of FY 1988. The Maine Technical College System recently underwent the final step in that particular transition process by moving from a cash basis accounting system currently used by Maine State Government to an accrual based accounting system used by most organizations other than state government.

The Maine Technical College System retains a number of formal relationships with agencies within the executive branch of Maine State Government. These "service" relationships include the following:

- facilities review and approval from the **Bureau of Public Improvements;**
- System employees are members of the **Maine State Retirement System;**
- System employees are eligible to participate in the **State Employee Health Insurance Program;**
- System liabilities are insured through the **Division of Risk Management;**
- the System uses telecommunication services from the **Telecommunications Division;** and
- by choice, the System often takes advantage of opportunities to benefit from certain central services offered by the **Bureau of Purchases.** These services include use of existing commodity contracts and purchase of products carried by the central warehouse.

The Maine Technical College System also has a well defined relationship with the Legislature. Like the University of Maine

System, the Maine Technical College System also submits a proposed budget with an "All Other" request for a certain amount of General Fund monies to the Legislature. In addition, the Legislature provides the legislation which authorizes the Maine Technical College System as the public entity for post-secondary technical education. Under current law, (20-A MRSA 12705 (2)) the Legislature is responsible for confirming the Governor's nominees to the Board of Trustees.

Revenue Classification and Use in Public Higher Education

From the onset of this review, the Committee sought to gain an accurate understanding of the particulars of higher education finance. In gaining that understanding, the Committee found that public institutions for higher education rely on a number of diverse funding sources. Not only are these funding sources distinct from each other but, in many cases, various funding sources may often stipulate a set of conditions under which the money may be used.

These circumstances are the financial basis by which public institutions of higher education exist and are evaluated. The complicated typology of revenue sources for public higher education is also manifested in a highly unique, and sometimes confusing, system of financial reporting and analysis.

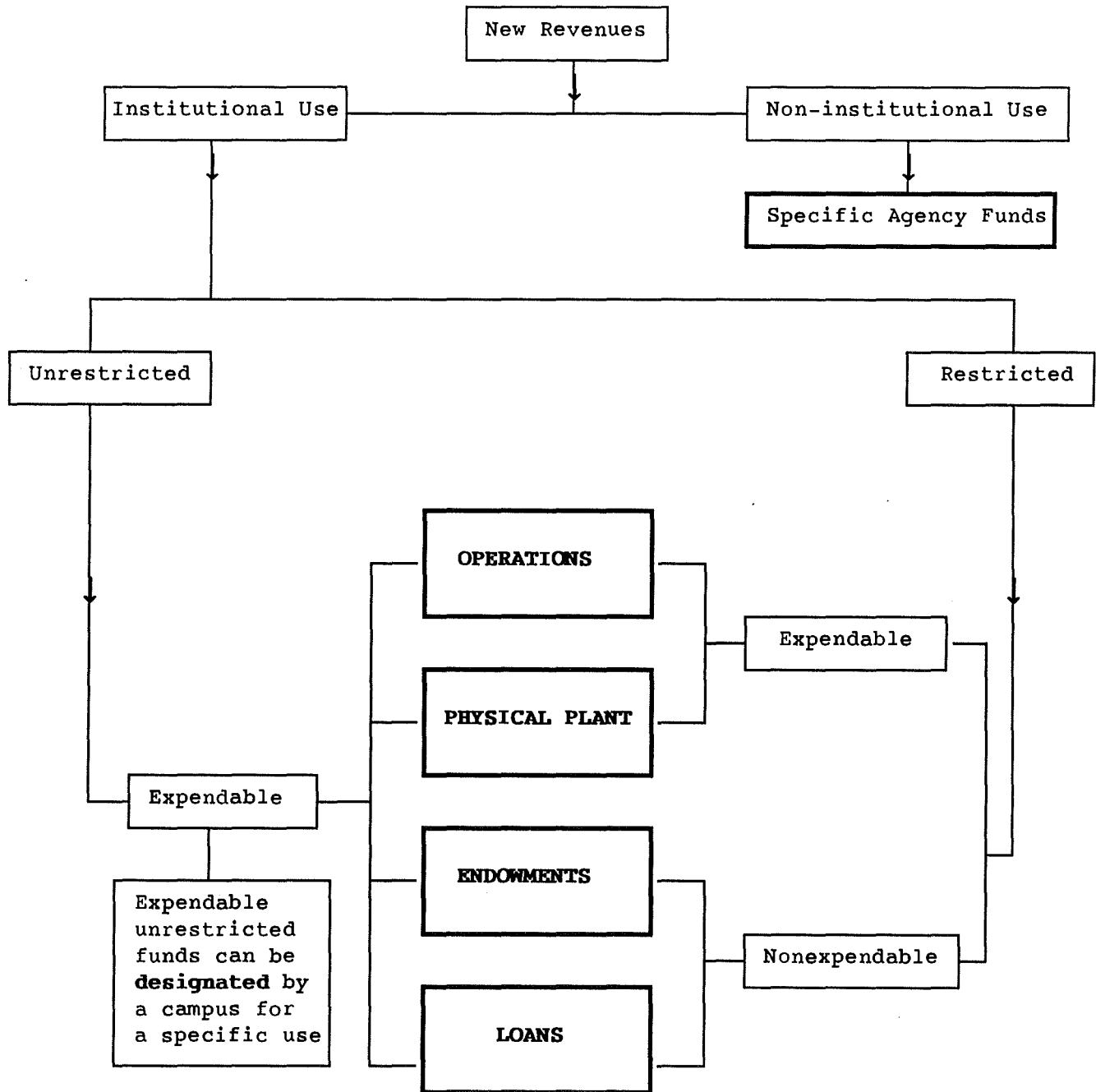
To clarify from what sources a public institution of higher education receives its funding and how these institutions are allowed to use these funds, the Committee made use of Diagram 2. The contents of this diagram are explained as follows:

- **Revenues** - funds which are received by a public institution of higher education;
- **Institutional Use** - funds which can only be used to further the mission of the primary institution. The overwhelming majority of funds received by public institutions of higher education are for institutional use;

Diagram 2

MAINE TECHNICAL COLLEGE SYSTEM

Revenue Classification & Allowable Use:
Public Higher Education



— Revenue Classification
— Allowable Use

ADAPTED BY AUDIT STAFF
June 1990

-
- **Non-Institutional Use** - funds which can be used only for an ancillary agency of the primary institution. The Maine Technical College System does not have any revenues for a non-institutional purpose. The University of Maine System uses non-institutional funds to fund the Maine Public Broadcasting Network;
 - **Unrestricted Funds** - funds which are received by the institution without any legally binding restrictions. The institution is free to use these funds for whatever institutional purpose it deems necessary. For the Technical College System, most funds are unrestricted and come from two sources: Legislative appropriation and student tuition;
 - **Restricted Funds** - funds which are received by the institution under legally binding conditions. These conditions specify the purpose of the funding and the conditions under which it may be spent. The institution's flexibility in using these funds is limited by the restrictions imposed by the donor. The Technical College System receives a significant amount of restricted funds which include endowments, specific governmental grants, and loan funds;
 - **Designated Funds** - these are unrestricted funds received by the institutions and are earmarked at the discretion of the institution as funds that may only be used for a specific purpose(s). The Maine Technical College System makes limited use of designated funds. One example of the current use of designated funds is with the Wood Harvesting Program at Washington County Technical College. The wood harvested by students in that program is sold and the revenues are "designated" by the college to purchase capital equipment for that program;
 - **Expendable and nonexpendable funds** - Expendable funds are received by the institution, the assets of which may be expended by the institution. By definition, unrestricted funds are expendable. However, restricted funds can be either expendable or nonexpendable. The

assets of nonexpendable funds may not be spent, only the interest gathered from the principal may be spent. The best examples of non-expendable funds for the Technical College System are the various endowments held by the System.

RECENT FUNDING HISTORY OF THE MAINE TECHNICAL COLLEGE SYSTEM

Like other institutions of public higher education, the Maine Technical College System is highly reliant on the Legislature for a significant majority of its total revenues. General Fund revenues which are appropriated by the Legislature to the Maine Technical College System are used to provide quality educational programming at a comparatively low cost to the public.

In recent years the Technical College System has received a fairly steady increase in General Fund appropriations from the Legislature. This trend is illustrated in Table 1 and Graph 1. Most recently, the Maine Technical College System has received \$25,269,969 in General Fund Appropriations for FY 91. As illustrated by Graph 3 for that same fiscal year, the System's General Fund revenues comprised 58% of the Systems total revenues. Graph 2 also illustrates the System's relatively low reliance on tuition (13.6%) as a revenue source; a circumstance which is common to public higher education finance.

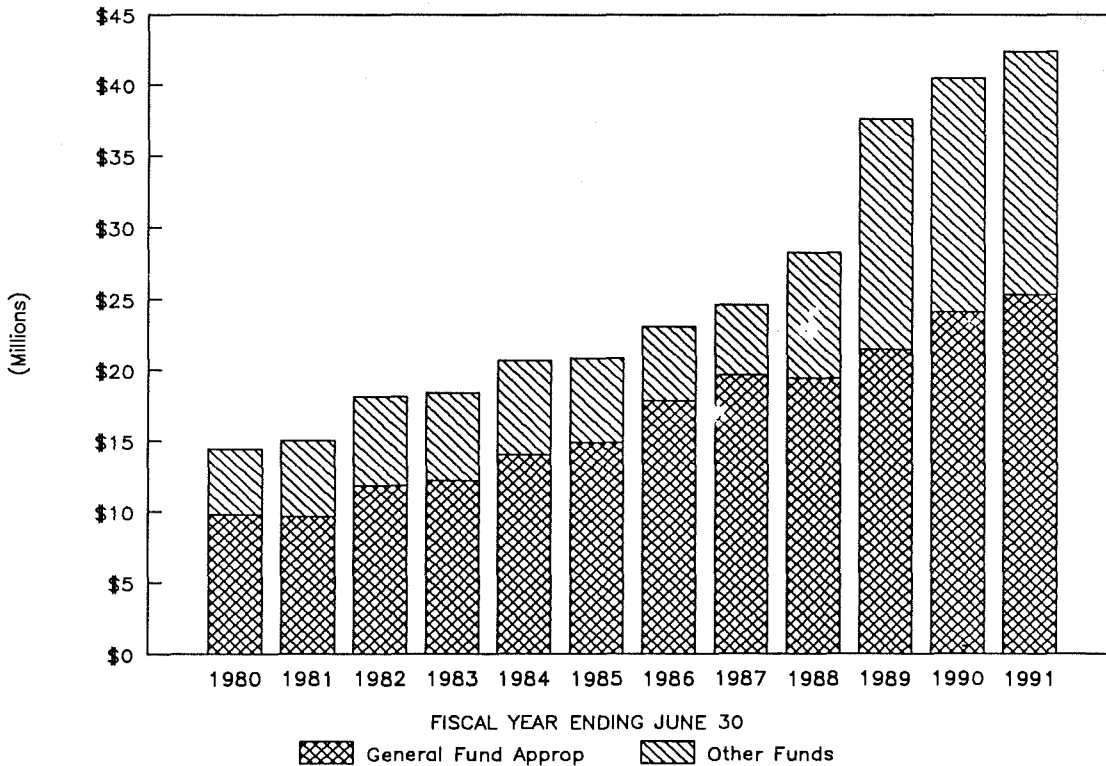
Graph 3 illustrates the manner in which revenues are spent by the System. For FY 90, 42.4% of the System's total expenditures were for instructional purposes, followed by Institutional Support (13.2%), Plant Operation and Maintenance (10.3) and other functions with statistically smaller percentage shares of the System's total expenditures.

TABLE I
MAINE TECHNICAL COLLEGE SYSTEM
FUNDING SUMMARY 1980 TO 1991

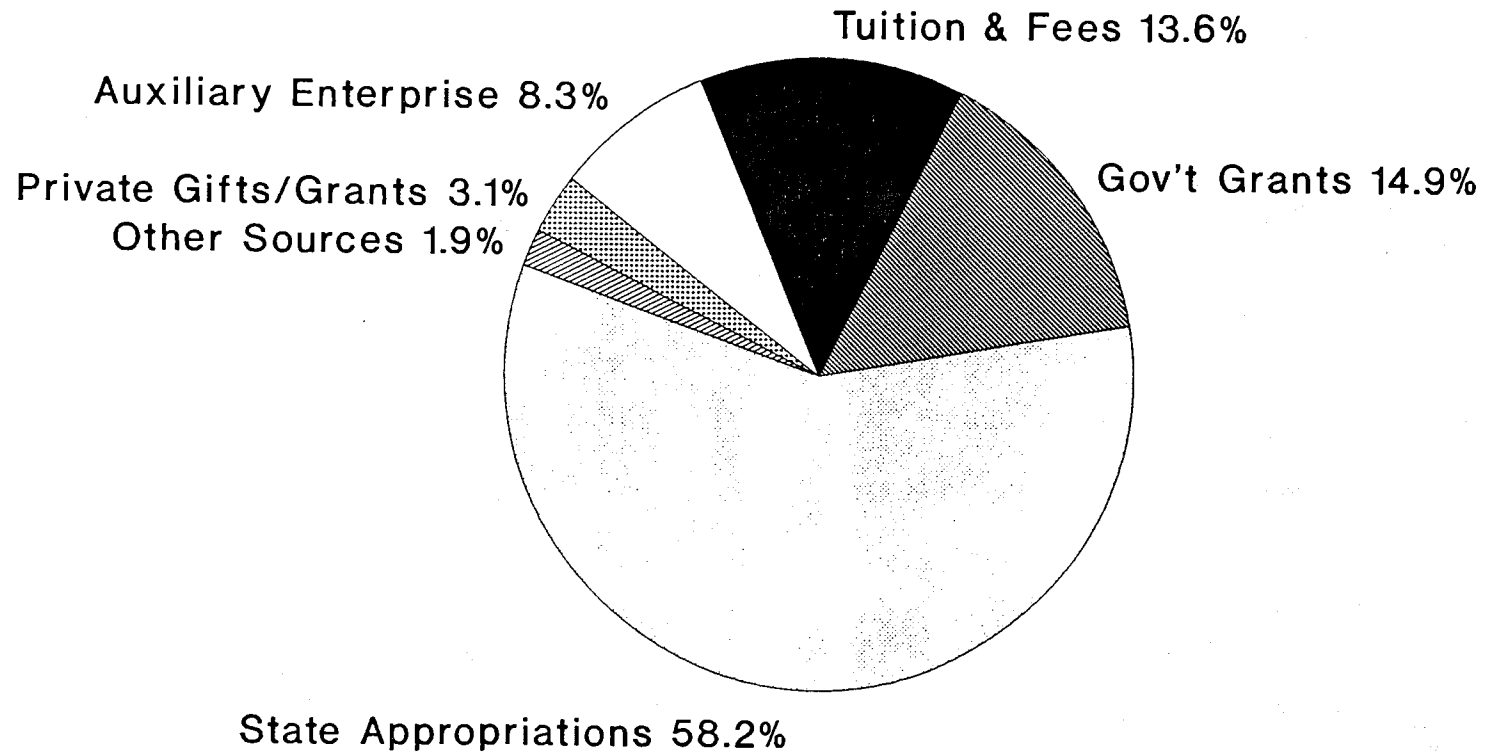
FISCAL YEAR	GENERAL FUND APPROPRIATIONS	OTHER FUNDS EXPENDITURES	ALL FUNDS TOTAL
1980	\$9,759,148	\$4,620,090	\$14,379,238
1981	\$9,651,195	\$5,337,503	\$14,988,698
1982	\$11,828,881	\$6,235,802	\$18,064,683
1983	\$12,179,840	\$6,157,671	\$18,337,511
1984	\$13,985,681	\$6,648,412	\$20,634,093
1985	\$14,854,779	\$5,965,436	\$20,820,215
1986	\$17,822,753	\$5,199,595	\$23,022,348
1987	\$19,629,023	\$4,984,118	\$24,613,141
1988	\$19,398,113	\$8,855,954	\$28,254,067
1989	\$21,419,654	\$16,158,040	\$37,577,694
1990	\$24,061,695	\$16,389,558	\$40,451,253
1991	\$25,269,969	\$17,101,283	\$42,371,252

Notes: Maine Financial Report, Fiscal Years 1980 to 1987
 Maine Technical College System, Fiscal Years 1988 to 1991
 Amounts for Fiscal Year 1991 are based on Budget Estimates and Appropriations through the 114th Legislature.

GRAPH I

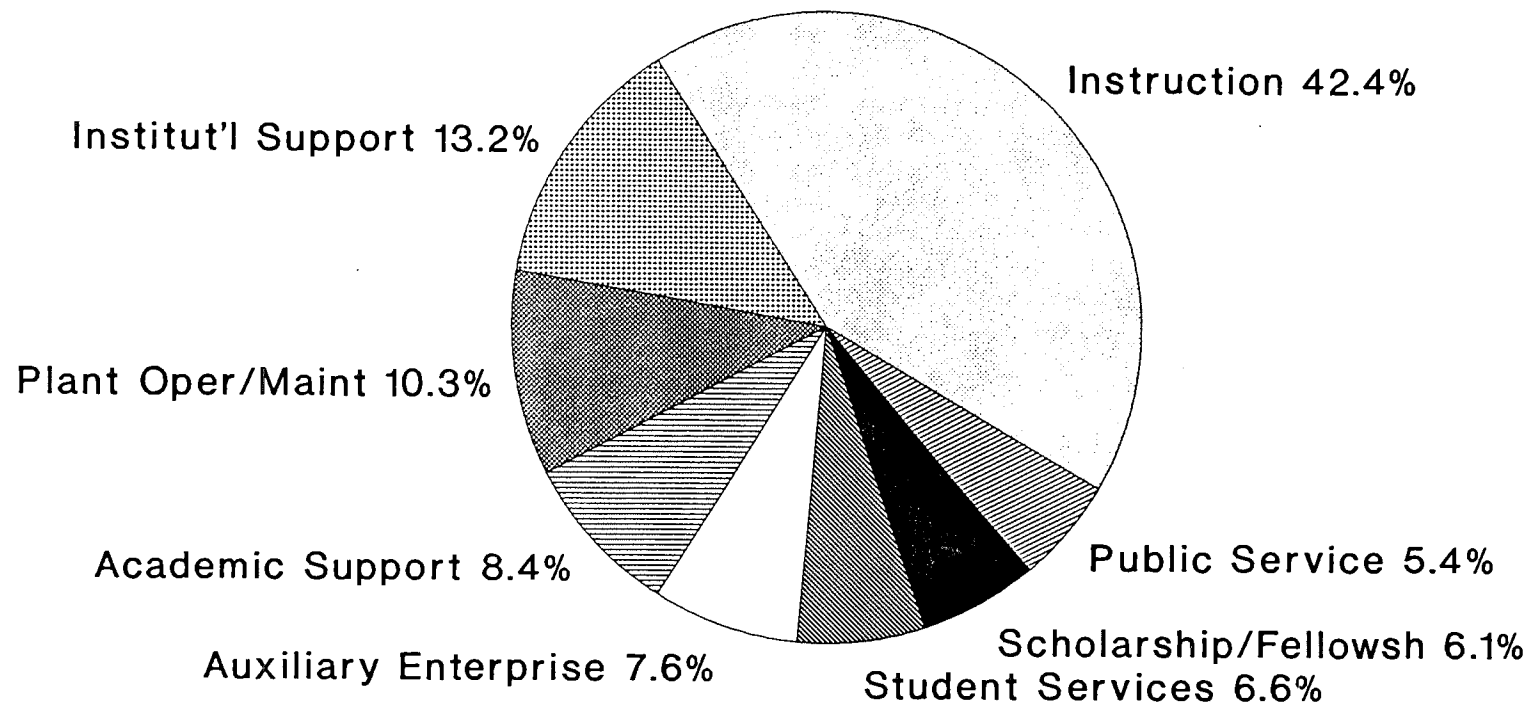


MAINE TECHNICAL COLLEGE SYSTEM SOURCES OF FUNDS FY1990 Current Funds



GRAPH 2

MAINE TECHNICAL COLLEGE SYSTEM USES OF FUNDS FY1990 Current Funds



GRAPH 3



GOVERNING STRUCTURE:

MAINE TECHNICAL COLLEGE SYSTEM

The Board of Trustees (BOT) is the statutorily created body which has governing responsibilities for the Maine Technical College System. The BOT accomplishes a great deal of its governing responsibilities by setting System wide policies. Each of the six campuses which comprise the System are permitted to operate on a fairly autonomous basis. The Committee found that the Legislature's relationship with the Technical College System, which is characterized by a delegation of responsibility to minimize interference, is replicated at many levels within the Technical College System itself. In essence, the BOT retains responsibility for the six campuses within the System but delegates authority for day-to-day operations and program implementation to the campuses themselves.

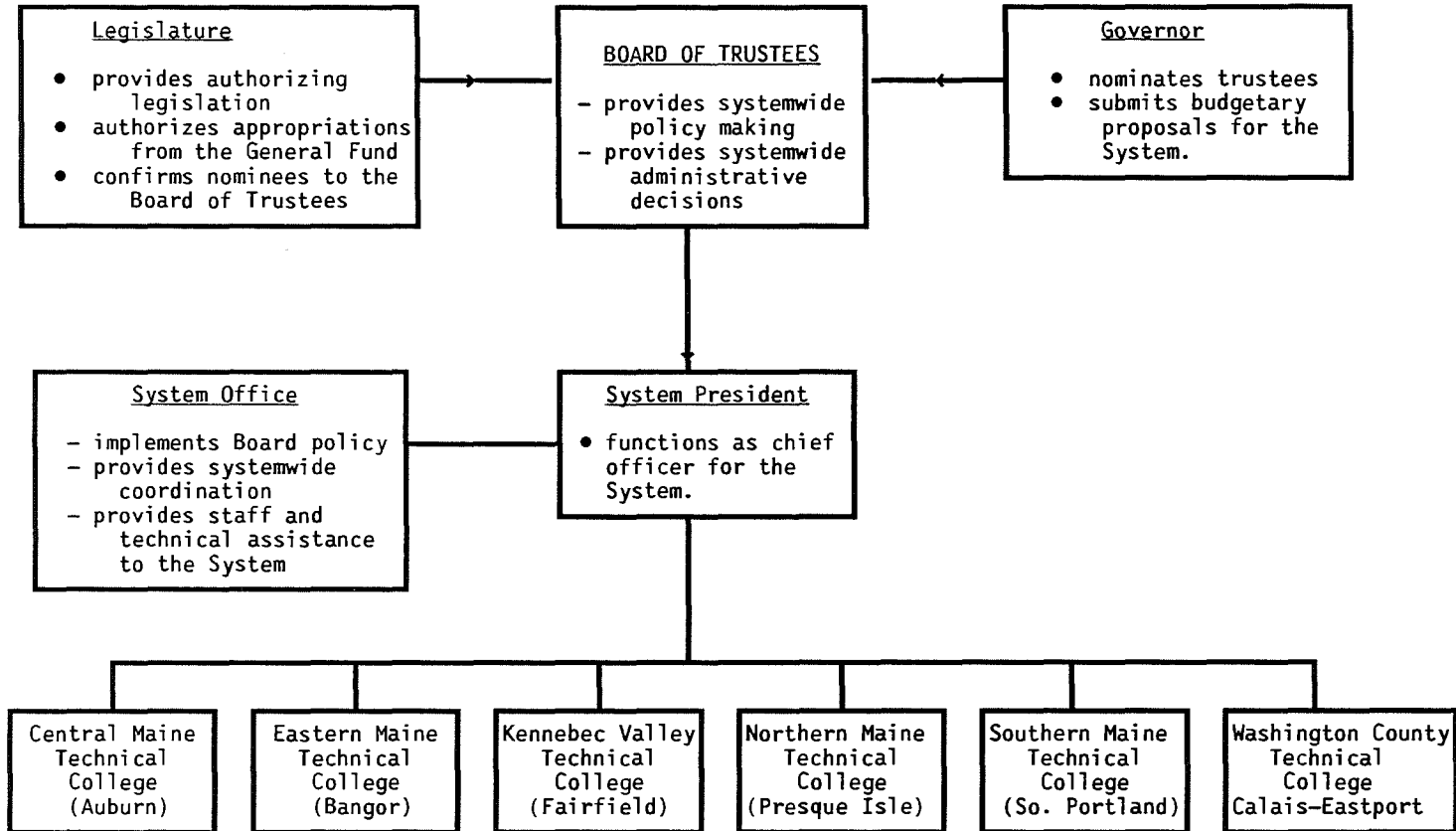
Diagram 3 depicts the basic governance structure and the relationship between the major organizational units. The contents of this diagram are described briefly below, and in more detail elsewhere in this report:

- **Board of Trustees** - As mentioned earlier, the Legislature has entrusted the Board of Trustees with the policy and administrative decision making authority for the Maine Technical College System;
- **System President** - Until recently this position was legally referred to as the "Executive Director" of the Maine Technical College System. The primary function of this position, to serve as the Technical College System's chief executive officer, has not changed;
- **System Office** - The System Office administers system wide policies and provides certain administrative and financial services to the overall System;
- **Central Maine Technical College** - This campus is located in Auburn on a 100 acre site. In the fall of 1990, CMTC offered 13 academic programs to 354 full time students and 405 part time students. CMTC offers associate degrees, diplomas, and certificates;

DIAGRAM 3

THE MAINE TECHNICAL COLLEGE
SYSTEM

Organizational and Governance Structure



Compiled by Audit Staff
May 1990
WPP #734

-
- **Eastern Maine Technical College** - EMTC is located on a 95 acre campus on Hogan Road in Bangor. In the fall of 1990, EMTC offered 14 academic programs to 538 full time and 757 part time students. EMTC also offers credentials for associate degrees, diplomas, and certificates;
 - **Kennebec Valley Technical College** - KVTC is located on a 60 acre campus in Fairfield. In the fall of 1990, KVTC offered 12 academic programs to 309 full time students and 827 part time students. KVTC offers credentials for associate degrees and diplomas;
 - **Northern Maine Technical College** - NMTC is located on the 87 acre site of the former Presque Isle Air Force Base. During the fall of 1990, NMTC offered 19 academic programs to 670 full time and 661 part time students. NMTC offers credentials for associate degrees, diplomas, and certificates;
 - **Southern Maine Technical College** - SMTC is located on a 60 acre campus in South Portland. During the fall of 1990, SMTC offered 31 academic programs to 984 full time students and 1,193 part-time students. SMTC offers credentials for associate degrees, diplomas, and certificates; and
 - **Washington County Technical College** - WCTC is primarily located on a 400 acre campus in Calais, with an additional facility in Eastport. During the fall of 1990, WCTC offered 15 academic programs to 165 full time and 155 part-time students. WCTC offers credentials for diplomas and certificates.

BOARD OF TRUSTEES

As the policy making authority for the System, the Board of Trustees has a number of specific powers and duties assigned to it by current law (20-A MRSA §12076). In brief, these powers and duties are listed below:

- to **develop necessary policies** to administer the Maine Technical College System;

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- to **oversee the administration** of the Maine Technical College System;
 - to **develop bylaws** for its own operation;
 - to **adopt a seal**;
 - to **develop a biennial budget** for submission to the legislature;
 - to **administer appropriate fiscal management** in accordance with the finalized biennial budget;
 - to **receive and accept all loans and grants**;
 - to **establish and collect all necessary fees and charges**;
 - to **invest any funds not needed for immediate use**;
 - to **enter into necessary contracts and agreements**;
 - to **administer all legal affairs**;
 - to **develop and adopt personnel policies and procedures** necessary to the successful functioning of the System;
 - to **purchase supplies, materials, and services** needed by the System;
 - to **administer all aspects of property management** as it pertains to the needs of the System;
 - to **administer all aspects of facilities management, construction and renovation** as they pertain to the needs of the System;
 - to **offer courses of study and degrees** relative to the broad needs of post-secondary technical education;
 - to **provide employment training coordination** as required by the United States Job Training Partnership Act;
 - to **provide apprenticeship education** in cooperation with the State Apprenticeship and Training Council;

-
- to **delegate other powers** as necessary to effectively administer the System; and
 - to **create Advisory Committees** in response to particular needs of the Maine Technical College System.

Current law (20-A MRSA §12705) specifies that the Board of Trustees be composed of 9 appointed voting members and 3 ex-officio voting members:

- one member from the State Board of Education;
- one member from the Board of Trustees of the University of Maine System;
- seven members from the fields of business, industry, labor, education, and the general public;
- the Commissioner of the Department of Education as an ex-officio member;
- the Commissioner of the Department of Labor as an ex-officio member; and
- the Commissioner of the Department of Economic and Community Development as an ex-officio member.

The current members of the Board of Trustees are as follows:

Michael W. Aube, Chair,
(as State Board of Education member)
Bangor

Jerry D. Hix, Vice Chair
Lewiston

Carl W. Smith, Sr.

Geneva A. Kirk
(as University of Maine
System Board of Trustees member)
Lewiston

Fred J. Kahrl
Arrowsic

Edward F. Gorham,
Randolph

Roy P. Hibyan,
Portland

Richard H. Campbell,
Bangor

James W. Donovan,
Portland

Eve M. Bither, Commissioner
of Education

Charles A. Morrison, Commissioner
of Labor; and

Lynn Wachtel, Commissioner of
Economic and Community Development

Members of the board are appointed by the Governor for 4 year terms. All nominations from the Governor must be reviewed by the Joint Standing Committee on Education and be confirmed by the Legislature. Other than the 3 ex-officio members, members of the classified and unclassified state service are not allowed to serve on the Board.

The Chair and the Vice-chair are elected by members of the Board and serve for 1 year terms as determined by Board by-law. The Secretary of the Board is the System President.

Under the provisions of current law (5 MRSA §12004-c (3)), Board members are compensated for their duties at the current legislative per diem which is \$55.

The Board is required to meet at least 10 times per year and either at the call of the chair or by a majority of the members. A majority of members must be present to have a quorum and the Board may not take any action without at least 6 affirmative votes.

Like the Board of Trustees for the University of Maine System, the Maine Technical College Systems' Board of Trustees accomplishes a great deal of its work through the use of several committees. These committees function by topic area to review particular issues in depth and make any subsequent recommendations to the full Board for final approval.

In October 1989, the Board of Trustees received a report from its Ad Hoc Committee on Restructuring of Board Committees and Board Responsibilities. That report contained the following recommendations, all of which were adopted by the Board:

- that 4 standing committees be authorized: Executive, Educational Policy, Personnel and Labor Relations, and Finance and Facilities;
- that the Educational Policy and Finance and Facilities Committee be composed of the following members to be appointed by the Board Chair:
 - three trustees per committee, one of whom shall serve as chair;
 - 2 campus Representatives; one administrator and one instructor; and
 - 2 persons from either advisory councils, student senates, or the public;
- that all committee members will have a vote;
- Committee decisions are to be presented to the Board for final discussion and actions;
- each committee will be staffed by one staff person from the System Office; and
- committee meetings will be held for 1 hour prior to regularly scheduled Board meetings.

As approved by the Board and depicted in Diagram 4, the responsibilities for each of the standing committees is as follows:

- Executive Committee - acts for the Board on issues that come up between regularly scheduled board meetings, and when necessary will report to the Board to receive final confirmation on a particular action. The Executive Committee is also responsible for maintaining oversight over all goals and policies and for appointing needed ad-hoc committees to deal with specific and unique issues;
- Educational Policy Committee - is responsible for all aspects of educational affairs which

include all matters relating to the "quality, character and extent of instruction, research and public services";

- Personnel and Labor Relations Committee - is responsible for developing all board policies relating to employees. This committee is also responsible for all aspects of collective bargaining and negotiated contracts; and
- Finance and Facilities Committee - is responsible for developing all fiscal policies, planning efforts, and for facility oversight and planning.

As required by law, the Board meets at least 10 times per year. By its own choice, the Board rotates the site of each regularly scheduled meeting between the six campuses. On occasion, the Board will also choose to meet in other locations across the state. For example, in May of 1990 the Board met at the Mid-Coast School of Technology in Rockland.

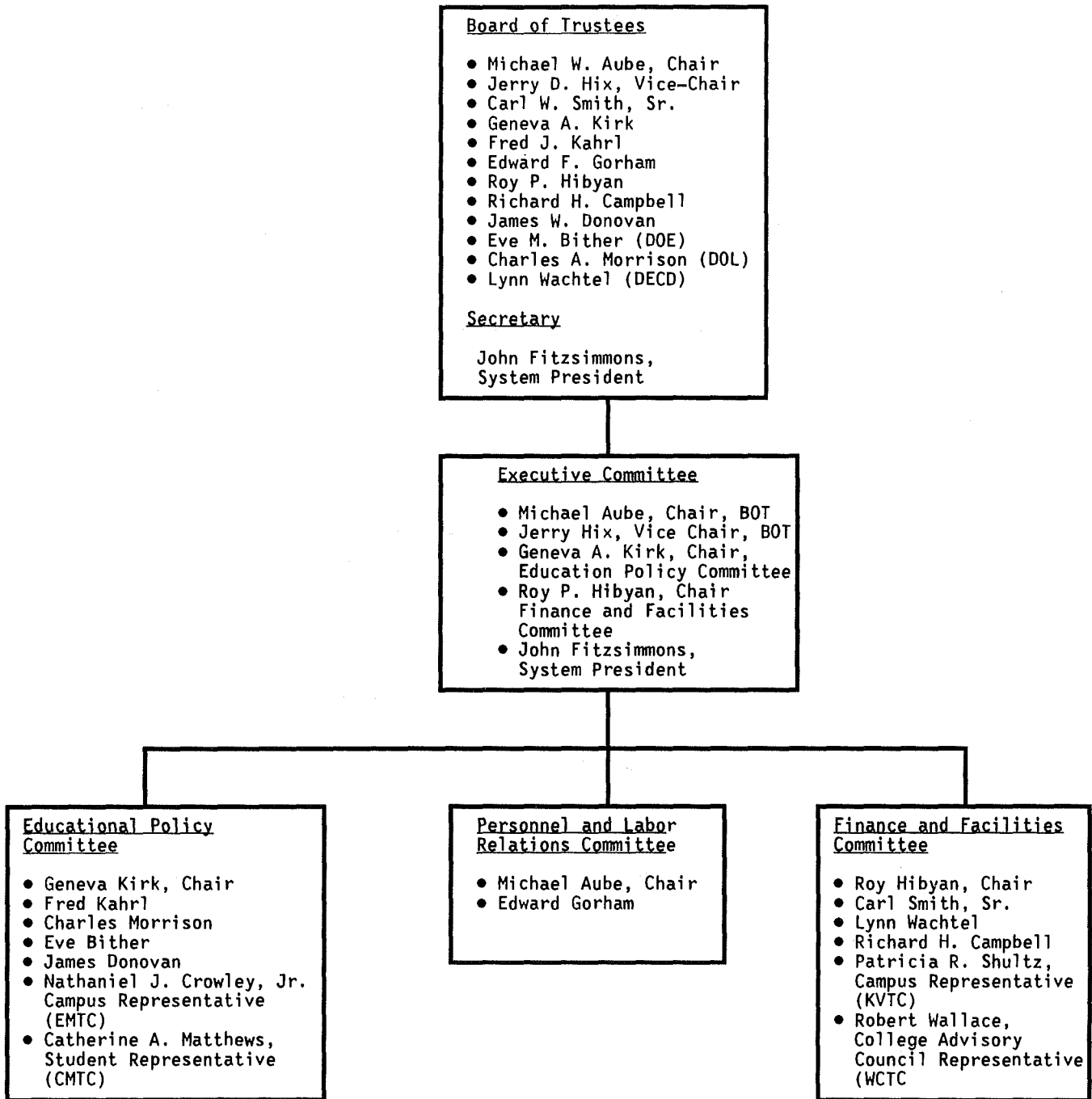
Before each regularly scheduled Board meeting, Board members are provided with a packet of materials which constitute the agenda for that particular meeting. The materials provided in this packet are the essential pieces of information likely to be needed by Board members in order to take a final action on any one item. As mentioned earlier, the various standing committees meet before the Board meeting. During these Committee meetings, members have considered detailed information in order to make a recommendation to the Board.

All Board meetings appear to be organized in the same fashion. The structure of a typical Board meeting is outlined below:

1. Meeting is called to order by the Chair;
2. Ascertainment of quorum is determined;
3. Opportunity for citizen input or comment;
4. Approval of minutes from previous meeting; all written materials are clearly presented and identified by numbered tabs;
5. Remarks from the Chair;
6. Remarks from the System President;

DIAGRAM 4

Board of Trustees: Membership and Committee Organization



New Business

7. Reports from standing committees; specific recommendations are presented in the form of written resolutions for the Board's consideration. All resolutions passed by the Board are signed by the Chair for inclusion into the written record of that meeting;
8. Other miscellaneous issues, some of which include resolutions for the Board's consideration;
9. When necessary, the Board will move into Executive Session to discuss Personnel Matters;
10. Each agenda includes a compilation of newspaper articles relating in some fashion to the Maine Technical College System; and
11. The meeting is adjourned.

To assess the Trustees' perceptions of their own performance, the Committee conducted a survey of the 12 Trustees. As a survey instrument, the Committee used a document entitled "Self Study Criteria for Governing Boards of Public Multicampus Higher Education Systems" as developed by the Association of Governing Boards of Universities and Colleges. This document uses 12 separate criteria by which Trustees can evaluate the strengths and weaknesses of their own performance. These criteria and a summary of the seven completed Trustee responses are listed below.

- **Criterion 1; System and Institutional missions** - All responding trustees agreed about the existence and adequacy of a system mission statement, but several either responded negatively or with uncertainty about campus mission statements;
- **Criterion 2; Board Membership** - A significant majority of those responding rated the Board as an effective and diverse group of individuals;
- **Criterion 3; Board Organization** - Most responding members rated the Board's present organization favorably;
- **Criterion 4; Basic Educational Policy** - Most rated this area favorably;

-
- **Criterion 5; Selection and Assessment of Executive Officers** - Most responding members rated this responsibility favorably;
 - **Criterion 6; Board Relations with Executive Officers** - Responding members rated their interaction with Executive Officers as being appropriate;
 - **Criterion 7; Board Relations with Faculty** - Four of the 7 respondents said that the Board did not have an adequate means of regularly communicating with faculty. Other responses indicated a significant lack of knowledge regarding any specific policies pertaining to faculty;
 - **Criterion 8; Board Relations with Students** - These results were very similar to those for faculty;
 - **Criterion 9; Financial Resources and management** - Generally speaking, the respondents rated their performance regarding final budget requests quite highly. There appears to be more ambivalence with regards as to how some financial information is supplied and processed;
 - **Criterion 10; Physical Plant** - These results are somewhat ambivalent. Board members appear to be confident about the credibility of their capital budget request and the appropriateness of their involvement in the day-to-day decisions involving physical plant. There appears to be some questions about the planning process and their knowledge of issues regarding deferred maintenance, energy conservation, and renovation versus new construction;
 - **Criterion 11; Court of Final Appeal** - All respondents either said that the Board had not had to act as a court of final appeal or did not know; and
 - **Criterion 12; Accountability Autonomy** - The Board rated itself quite highly in issues relating to accountability and autonomy.

The Committee carefully evaluated these responses and used the results as a basis for formulating several of the recommendations contained in this report.

SYSTEM OFFICE

The Maine Technical College System Office is defined by current law (20-A MRSA §12705) as one of the three elements of the System, the other two being the Board of Trustees and the Technical Colleges themselves. The System Office exists to administer system-wide policies and procedures established by the Board.

The System Office is headed by the System President with a staff led by 4 directors. There are presently 22 budgeted positions in the System Office. A list of all salaries being paid to System Office employees has been included as Appendix 2 with a comparison of these salaries to those paid for similar positions in comparable institutions. As described below and depicted in Diagram 5, the functions of the System Office are relatively distinct.

System President

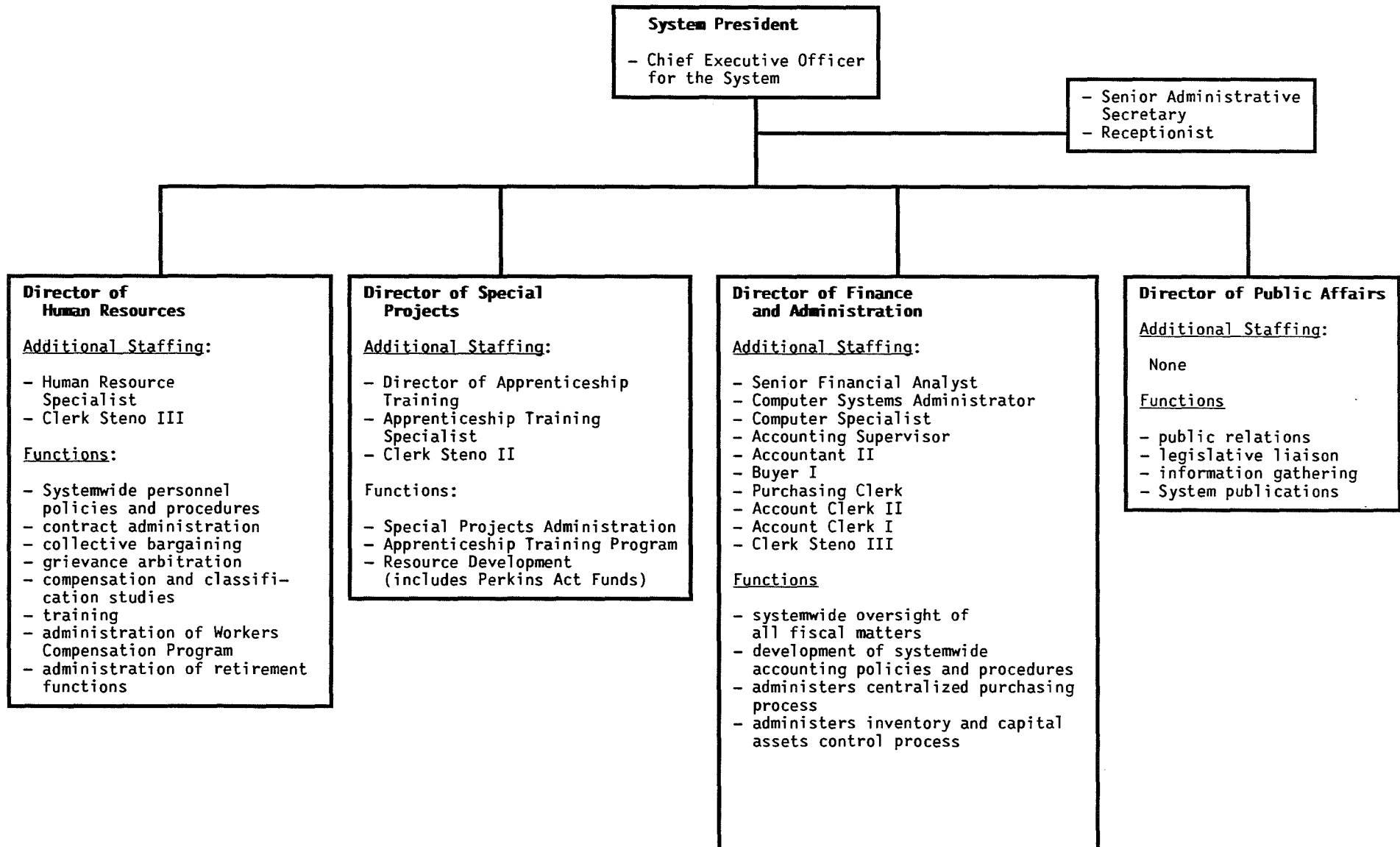
Under the provisions of current law (20-A MRSA §12708) the Board of Trustees is authorized to appoint a System President who must be qualified through experience and education, and serves at the pleasure of the Board. By law (20-A MRSA §12709) the System President is responsible for implementing the policies approved by the Board and for the operation of the System. Specific duties and powers designated to the System President are as follows:

- to **provide leadership** through the development of policies, procedures, goals, and objectives to be approved by the Board;
- to **appoint staff for the System Office;**
- to **nominate presidents** for the six campuses, subject to appointment by the Board;
- to **oversee System Office Staff and College Presidents;**
- to **evaluate the performance of System Office Staff and the College Presidents;**
- to **serve as representative of the Board** to discuss allocations under the Perkins Act with the State Board of Education;

Diagram 5

MAINE TECHNICAL COLLEGE SYSTEM

System Office: Organization, Function,
and Staffing



-
- to assist the Board in budget preparation;
 - to provide an adequate system wide accounting system and procedures;
 - in cooperation with the Administrative Council, to provide comprehensive long-range planning and research efforts;
 - to promote intercampus cooperation and coordination;
 - to promote interagency cooperation and communication with public and private entities;
 - to work closely with the public sector so as to coordinate effectively with any agency having an interest in post-secondary technical education;
 - to coordinate with the private sector to ensure that the System is meeting the job-related needs of private business and industry;
 - to assume other duties as designated by the Board;
 - to delegate responsibility as necessary; and
 - to implement the prescribed missions and goals of the System.

Director of Finance and
Administration

The Director of Finance and Administration is responsible for ensuring the sound financial management and operational effectiveness of the Maine Technical College System. Under the direction of the Board of Trustees and the System President, the Director has the following responsibilities:

- develops policy and procedure for all financial operations;
- establishes and administers a system to coordinate all financial and operational activities within the Maine Technical College System with the purpose of ensuring the accountability and integrity of these activities;

-
- monitors, interprets, and analyzes all pertinent financial information which would have a bearing on the fiscal viability and operational efficiency of the Maine Technical College System;
 - institutes an inventory and capital assets control process which helps to insure the maximum use of available equipment;
 - establishes and oversees a cash management program to be used by the system;
 - establishes or procures effective and low cost centralized services needed by the System which include:
 - purchasing;
 - payroll;
 - audit;
 - public improvements;
 - insurance; and
 - other central services;
 - develops the capital requirements of the Maine Technical College System;
 - coordinates the development of the Maine Technical College System biennial budget;
 - helps to develop long-range planning for the system through the provision of needed data as well as pertinent analysis;
 - monitors activities of the private sector which may have a bearing on the operations of the Maine Technical College System; and
 - staffs, manages, and oversees the operation of financial and administrative services within the System Office.

As reflected in Diagram 6, financial and administrative tasks are accomplished, depending on the task, by either the individual campuses, the System Office, or by other organizational entities outside of the System. The division of these tasks can be summarized as follows:

- most day-to-day administrative and financial

Diagram 6

MAINE TECHNICAL COLLEGE SYSTEM

DISTRIBUTION OF FINANCIAL AND
ADMINISTRATIVE TASKS**Operation, Execution
and Control**

Individual Campuses
are responsible for
the following tasks:

- Budget requests;
- Monitoring of financial status;
- position control and allocation (shared with System Office)
- internal financial allocations and cost center control;
- purchasing of goods and services (shared with System Office);
- authorization of payments for payroll and goods, services and equipment;
- Petty cash;
- Deposit of revenues;
- Personnel Hiring;
- Student Billing;
- Financial Aid Management;
- Local funds management;
- Certification of inventories;
- Records Management and retention; and
- Fixed Asset and Real Property inventory

**Custodianship, Coordination
and Accountability**

System Office is
responsible for the
following tasks:

- Position control and allocation changes (shared with individual campuses);
- Central accounting recordkeeping;
- Financial Reporting;
- Budget Development;
- State Budget Requests;
- Treasury Management (investment and disbursement);
- Purchasing Contract Support (system-wide contracts, major purchases);
- Personnel Management Policies and Labor Relations;
- Payroll Processing;
- Asset Management;
- External Reporting;
- Computer Systems Coordination; and
- Auditing.

Central Services

State of Maine
provides the following
services:

- Telecommunications services (Office of Information Services);
- Retirement Benefits (Maine State Retirement System);
- Health Benefits (State Employee Health Insurance Program);
- Risk Management (Division of Risk Management);
- Warehousing and Distribution; intermittent use only (Central Warehouse);
- Commodity Contracts; intermittent use only (Bureau of Purchases)
- Public Improvements (Bureau of Public Improvements);
- Miscellaneous Central Services used by either the System Office and/or the campuses in varying degrees:
 - printing from the Division of Central Printing;
 - mail services from the State Postal Center;
 - surplus from the State Surplus Division; and
 - copiers from Central Convenience copiers.
- Budget Requests and Appropriations (Governor and Legislature).

Adapted by Audit Staff
July 1990

tasks are accomplished by the individual campuses. These types of tasks include daily financial management of payments for payroll, goods, services and equipment; disbursement of petty cash; deposit of revenues; billing of students; and purchasing;

- the System Office tends to administer all system-wide administrative and financial tasks such as central accounting recordkeeping; financial reporting; system-wide purchasing; payroll processing; coordination of system-wide computer systems; and auditing; and
- many central services are still provided by agencies of state government or other organizations completely outside of state government. These services include health and retirement benefits; public improvements; postal service; risk management, purchasing; and telecommunications.

Most recently, the current Director of Finance and Administration has worked to develop a System Accounting Procedures Manual. The purpose of this manual is to have clearly stated policies and procedure for all relevant systemwide accounting and financial applications. Although not yet complete, as presently compiled, the manual includes detailed policies regarding:

- accounting definitions;
- student union and student activity fees;
- acceptance of gifts;
- travel advancements and reimbursements;
- accounting practices;
- competitive bidding;
- non-related invoices;
- purchase orders;
- contracts;
- ethical practices;
- vendor relations;
- inventory/receiving and inspection;
- surplus property;
- vendor maintenance.
- cash management;
- accounts receivable;
- capital assets; and
- accounts payable.

Still to be developed for inclusion in the manual are the following topics:

- investments/treasury;

-
- budgeting; and
 - payroll.

The Division of Finance and Administration is the largest organizational part within the System Office. Briefly stated, the functions supervised by the Director break down into 4 organizational units:

1. **Computer Systems** with a total of 2 employees;
2. **Senior Financial Analyst;**
3. **Accounting** with a total of 4 employees; and
4. **Purchasing** with a total of 2 employees.

Director of Special Projects

The Director of Special Projects has responsibility for all special projects as assigned by the System President. In practice, the Director is regularly assigned a number of short term projects. In addition to the short term projects, the current Director, has a number of specific ongoing responsibilities which include the following:

- Apprenticeship Training Program - In essence, the Maine Technical College System has been assigned by the Legislature the responsibility of delivering related training (part-time schooling) to state registered (with the Department of Labor) apprentices.

The Director of Special Projects has 2 primary responsibilities with regards to this program:

- to make major policy decisions about the program; and
- to oversee administration of the program.

On a day-to-day basis, the Apprenticeship Training Program is administered by its own Director with the aid of an Administrative Assistant. The Director of Apprenticeship Training's current responsibilities include:

- develops and coordinates unique academic programs for individuals at each of the six technical college campuses;

-
- tracks academic accomplishment of apprentices throughout the State;
 - works directly with the Department of Labor to encourage greater participation by employers in the apprenticeship program;
 - administers funds which subsidizes the costs of related training, (50% of annual tuition at the MTCS);
 - serves as non-voting ex-officio member of the Maine State Apprenticeship and Training Council. As an ex-officio member, the Director of Apprenticeship Training functions as a consultant to the Council for training related issues.

At the present time, the Apprenticeship Training Program is administered through the System Office but is located in space leased at Kennebec Valley Technical College. (Future plans for the System Office include moving the Apprenticeship Training Program back to Augusta to physically unite it with the System Office in a larger facility than the one currently in use.)

The Apprenticeship Training Program is currently involved with 476 apprentices across the State. To further encourage the academic achievement of apprentices, the Maine Technical College System has implemented as System policy, the granting of 11 credit hours per year of successful apprenticeship towards the granting of an Associate Degree in Technical and Trade Occupations.

- Maine Fire Training and Education Program. - This program is located at two locations (SMTC and EMTC), and is administered by Southern Maine Technical College. The program is overseen by the Maine Fire Training and Education Committee. The Director of Special Projects currently serves as staff to that committee and as liaison to the System President.

- PIC TECH Scholarship Program. - This new pilot program is jointly administered by the Twelve-County Job Training Program (as administered by the Department of Labor) the Training Resource Center, the Department of Mental Health and Mental Retardation, and the Maine Technical College System. In brief, the purpose of the program is to use federal Perkins money to offer up to \$600 in additional support services to a minimum of 35 handicapped students to help them attend one of the colleges within the Maine Technical College System and to provide full scholarships of up to \$1,200.

The application process is first administered through the

job training providers and the Department of Mental Health and Mental Retardation. A college then verifies a potential student's enrollment following disability verification through information provided by the local service providers which are members of either the Twelve-County Job Training Program, the Training Resource Center or the Kathahdin Area Training and Education Center. Upon verification of an applicant's disability, and enrollment, applications for the PIC (Private Industries Council) Tech Program are forwarded to the Maine Technical College System Office. Scholarships are then disbursed on a first-come-first-serve basis by the Director of Special Projects until the available funds are used up. Full tuitions of up to \$1,200 are then paid directly to the technical college in which the student is enrolled. The PIC-TECH Scholarship Program has a total of \$63,000 for its first 2 years.

- Carl D. Perkins Funds. - The Director of Special Projects is also responsible for coordinating the use of Federal Carl D. Perkins funds at the System level. In brief, the Perkins Act provides federal funding for a number of specific purposes and programs for vocational and technical education. More detail about the Perkins Act and how its funding is used in Maine can be found in the narrative for Recommendation 85.

The Special Projects function within the System Office is staffed by a total of 4.5 positions:

- Director of Special Projects;
- Director of Apprenticeship Training;
- Administrative Assistant; and
- Clerk.

Director of Human Resources

The Director of Human Resources has the overall responsibility for all human resources policies, programs, and operations in the Maine Technical College System. More specifically, the Director of Human Resources has the following responsibilities:

- develop and administer human resources policy and procedure;
- oversee administration of legal services;
- negotiate and administer five collective bargaining agreements;
- establish and administer compensation levels;

-
- establish and administer job classification;
 - conduct and/or coordinate human resources training;
 - oversee MTCS Workers Compensation Program administered by the Maine Municipal Association;
 - establish and administer alternative retirement programs not provided by the Maine State Retirement System;
 - staff Executive Search Committees; and
 - oversee litigation of human resource issues.

The system-wide human resource function administered out of the System Office is accomplished with a relatively small staff consisting of 3 positions:

- Director of Human Resources;
- Human Resources Specialist; and
- Clerk-Stenographer III.

Until recently, the professional responsibilities were carried out solely by the Director of Human Resources. The Human Resources Specialist position was just recently created and was not filled until September of 1990.

The various human resources responsibilities listed earlier are administered in different fashions by the Human Resource staff in the System Office. Day-to-day personnel decisions within each campus are administered by the particular campus. The System Office staff tends to be involved with system-wide issues or, in the event of controversy, the application of system-wide policy to a particular personnel decision.

For example, the current Director of Human Resources, is directly responsible for initiating and leading the System (as an employer) in the collective bargaining process. After a collective bargaining agreement is reached, the Director's involvement becomes one of interpretation and, when necessary, administering the grievance process.

At the present time the Human Resource function in the Maine Technical College System encompasses the following:

-
- a total of 627.5 employees throughout the System;
 - a total of 155 different job classifications throughout the System; and
 - a total of 5 different collective bargaining agreements with the following bargaining units:
 - Faculty Unit (Maine Teacher's Association);
 - Administrator's Unit (Maine Teacher's Association);
 - Supervisory Unit (Maine State Employees Association);
 - Support Services Unit (Maine State Employees Association); and
 - Institutional Services Unit (American Federation of State, County, and Municipal Employees).

Director of Public Affairs

The Director of Public Affairs is responsible for public relations on a system-wide basis. In addition, the Director of Public Affairs functions as the System's principal liaison with the Legislature. Specific responsibilities for this position include the following:

- Gathers information relating to the planning and programming efforts currently under way within the System;
- develops informational material for release to the media;
- coordinates and drafts any proposed legislation; when necessary provides testimony to legislative committees;
- gathers information to develop professional written materials regarding programs and services offered by the System;
- conducts research and prepares drafts of

speeches to be delivered by the System President at various public meetings;

- coordinates and produces System publications and other System informational and promotional materials;
- serves as spokesperson for the System; and
- advises the System President on public inquiries relating to System programs and policies.

The Director of Public Affairs reports directly to, and works at the direction of, the System President. In practice, the current Director of Public Affairs, works with the System President on a daily basis to accomplish the various responsibilities listed earlier. This position also requires a considerable amount of interaction with the various campuses and frequent travel across the state.

The function of Public Affairs within the System Office is staffed by just the Director of Public Affairs. Secretarial and clerical support is provided on an as-needed basis by other positions within the System office.



INTRODUCTION: CAMPUS REVIEWS

To accomplish as complete a review as possible of the administration and management of the Maine Technical College System, the Committee separately reviewed each of the six campuses. Like the overall System review, the individual campus reviews focussed on the manner in which each campus is administered and managed. The campus review efforts were designed not to infringe upon the campus's academic decision making responsibilities, again trying to remain cognizant of the nature of the Legislative/Technical College System relationship.

Accordingly, with the exception of one recommendation, the Committee did not attempt to make recommendations regarding the administration and management of specific campuses. The purpose of the campus reviews was to acquire an accurate understanding of how each campus is organized and administered and to then communicate this knowledge in the context of this public report.

The Committee constructed its campus reviews in a uniform manner. Each campus was visited for a two day period by Committee staff who were accompanied, whenever possible, by Committee members. While at each campus, Committee staff conducted numerous interviews and public meetings with administrators, faculty, professional and classified staff, students and other interested members of the campus community. In addition, a detailed tour of the physical plant of each campus was conducted.

In a series of regularly scheduled Committee meetings, the Committee received written papers on the results of each campus visit. During these meetings, the administration and management of each campus was thoroughly discussed. Campus Presidents were invited to make their own presentations and given the opportunity to answer questions from Committee members.

The Committee has included the written results of this review process in the following papers. Each campus is uniformly described in the following ways:

- purpose;
- history;
- description of physical plant characteristics;
- description of organization, staffing levels and salaries;
- description of academic programs;
- review of financial data and trends;
- review of enrollment trends; and
- results gathered from campus visit and interview process.



CENTRAL MAINE TECHNICAL COLLEGE

PURPOSE

As its primary mission, Central Maine Technical College seeks to provide up-to-date high quality post-secondary technical education programs for members of the community and citizens of the state. These educational programs are designed to provide students with an educational experience which will help to develop the skills and knowledge which are necessary to be successful in society which is increasingly technical in its job needs. In addition, the college hopes to produce graduates who can readily adapt to the rapidly changing job market.

HISTORY

Central Maine Technical College was initially established as a result of a public referendum in November of 1963. In this referendum, Maine voters approved the establishment of a postsecondary technical education program in Androscoggin County. The college opened as Androscoggin State Vocational Institute in September of 1964 and was originally located in a former automobile dealership in Lewiston. During its first year, the college had a staff of 13 persons and an enrollment of 48 students.

In 1965; the college's policy making body, the State Board of Education, renamed the college as the Central Maine Vocational Technical Institute. In January of 1966, the college was moved to its present campus on Turner Street in Auburn.

In 1986, the college was included in the reorganization which created a newly independent Maine Vocational Technical Institute System with its own Board of Trustees. Since 1986, the college has significantly expanded its original academic facility known as the Jalbert Center. In addition, a separate facility for the Food Preparation Technology Program was completed in 1989. Finally, in 1989, the college received its present name as Central Maine Technical College to more properly reflect its status as a two-year college.

PHYSICAL PLANT

The present campus consists of 110 acres overlooking Lake Auburn. As mentioned earlier, the college is primarily located in

a single, large (175,750 sq. ft.) facility known as the Jalbert Industrial Center. The Jalbert Center houses administrative office space, classrooms, laboratories, faculty offices, the library, and other functions. There is also a new (1989) facility for the Food Preparation Technology Program as well as three apartment style residence halls which have housing for a total of 114 students.

The 1989 Bond Issue included the following projects for Central Maine Technical College:

1. Expanded parking facilities	\$ 70,000
2. Construction of the Allied Health and Safety Education Center	<u>4,500,000</u>
TOTAL	\$4,570,000

According to a recent report issued by the System Office, as of February 1, 1990, \$34,873.47 has been spent on planning purposes for the new facility.

ORGANIZATION, STAFFING, AND SALARIES

Like each of the other colleges in the Maine Technical College System, Central Maine Technical College has an organizational structure which reflects the unique circumstances of its development. Like a number of the other colleges, Central Maine Technical College separates the Continuing Education function from Academic Affairs which is referred to as "Instruction" at this college. Unlike any of the other 5 colleges, the Admissions/Registrar function is placed within Instruction. Each of the other 5 colleges has the Admissions/Registrar function within the Student Services organizational unit.

The overall organizational structure at Central Maine Technical College is depicted in Diagram 7 and is briefly described below:

- **President** - functions as the college's chief executive officer and reports directly to the System President. Central Maine Technical college has a new President, Dr. William J. Hierstein, who assumed his duties in October of 1990. The President has the services of two support staff positions and part-time positions of Public Information Officer and Resource Development Coordinator;

-
- Vice President/Dean of Instruction - like the other colleges in the System, this position has 2 primary functions. First, in a vice presidential capacity, this position functions in a leadership role when the President is absent for an extended length of time. Second, the most time consuming responsibility of this position is as Dean of Instruction, i.e. the college's chief academic officer. The current Vice President/Dean of Instruction, Richard H. Lee, Jr., has the services of one support staff person and oversees the following organizational units:

- Admissions/Registrar - this activity is staffed by one full-time professional, one part-time professional, and one part-time support staff;

- Instruction - this newly created organizational unit is headed by an Assistant Dean of Instruction. Included within this unit are the following activities and programs:

- Library - staffed by one professional and one support staff position;

- Instructional Computing - staffed by two instructors;

- Administrative Computing - staffed by the part-time services of one instructor;

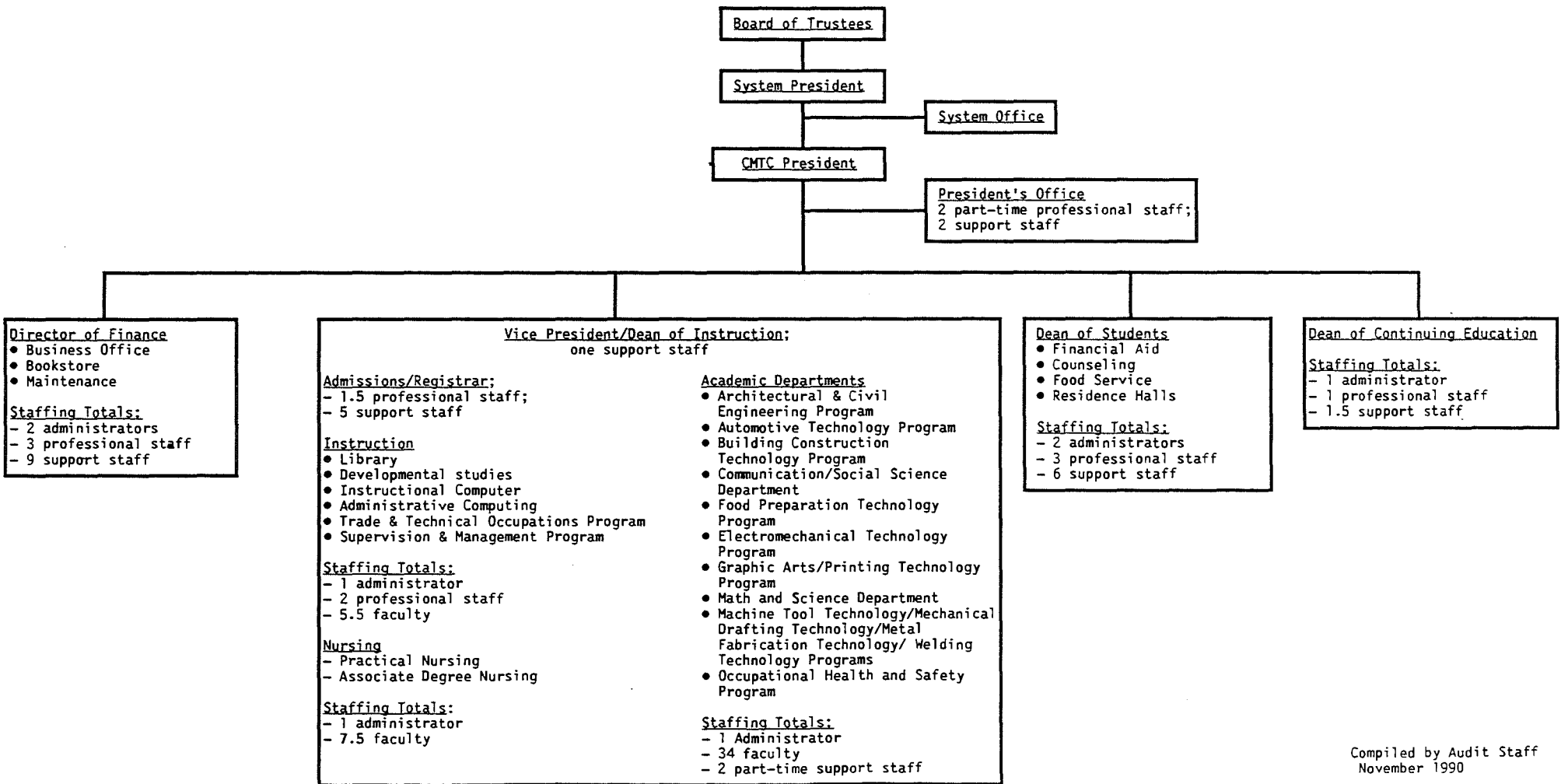
- Trade & Technical Occupations - staffed by instructors who are formally assigned to other programs; and

- Supervision and Management - staffed by 1 instructor, one of whom serves as Department chair;

- Nursing - this organizational unit within Instruction is headed by an Assistant Dean/Director of Nursing who oversees the following programs:

- Practical Nursing - staffed by 4 instructors; and

DIAGRAM 7
MAINE TECHNICAL COLLEGE SYSTEM
CENTRAL MAINE TECHNICAL COLLEGE
ORGANIZATION AND STAFFING



- Associate Degree Nursing - staffed by 3.5 instructors; and

• Academic Departments - this is the largest organizational grouping within Instruction and includes most of the college's academic programs:

- Architectural and Civil Engineering Program - staffed by two instructors, one of whom serves as Department Chair;

- Automotive Technology Program - staffed by 4 instructors, one of whom serves as Department Chair;

- Building Construction Technology Program - staffed by 5 instructors, one of whom serves as Department Chair;

- Communication/Social Science Department - staffed by 2.5 instructors, one of whom serves as Department Chair;

- Food Preparation Technology Program - staffed by one instructor and one part-time lab assistant;

- Electromechanical Technology Program - staffed by 4 instructors, one of whom serves as Department Chair;

- Graphic Arts/Printing Technology Program - staffed by 5 instructors, one of whom serves as Department Chair;

- Math and Science Department - staffed by 3 instructors, one of whom serves as Department Chair;

- Machine Tool Technology/Mechanical Drafting Technology/Metal Fabrication Technology/Welding Technology Programs - staffed in the following manner:

• Metal Fabrication - one instructor;

• Machine Tool Technology - four instructors one of whom serves as Department Chair and one lab assistant;

-
- Mechanical Drafting - one instructor;
and
 - Welding Technology - one instructor;
 - Occupational Health and Safety Program -
staffed by a manager who serves as
Department Chair, and one instructor; and
 - **Director of Finance** - this position functions as
the college's chief financial officer. The
current Director of Finance is Mr. Gary Webber
who supervises the following operations:
 - Business Office - staffed by two
professional positions and two support
staff positions;
 - Bookstore - staffed by one professional
position;
 - Maintenance - staffed by one
administrator and 7 support staff positions;
 - **Dean of Students** - As in the other 5 colleges,
this position oversees the broad function of
Student Affairs at Central Maine Technical
College. The Dean of Students position is
currently vacant. The Dean of Students has the
services of one support staff position and
oversees the following functions:
 - Financial Aid Coordinator;
 - Student Support Counselor;
 - Food Service - staffed by one
administrator and 5 support staff positions;
 - House Guardian - oversees 6 part-time
Resident Assistants; and
 - Physician's Assistant - this service is
supplied through a contract with a private
professional.

In addition, Central Maine Technical College
makes a very limited amount of money available
to those students who are in financial hardship,
to purchase day care services for their young

children. At the present time, Central Maine Technical College does not have its own day care program. However, the new multi-purpose facility which will be constructed during the upcoming year will include space for a day care program.

- **Dean of Continuing Education** - As mentioned previously, Continuing Education at Central Maine Technical College is completely separate from Instruction (Academic Affairs). The position of Dean of Continuing Education has been filled on an Acting Capacity for the past 1 1/2 years by Mr. Raymond Turner. Continuing Education at the college is staffed by one professional position, one full-time support staff position; one part-time staff position and 45-50 adjunct instructors.

A series of salary analyses for Central Maine Technical College employees has been provided as Appendix 5. These lists include employee name, position title, gender, age, years of service, and annual salary. These analyses rank order salaries within employment categories to assess gender and age equity issues.

For comparative purposes, FY 91 salaries for top level administrative positions at Central Maine Technical College have been aligned with FY 90 salaries for similar positions at comparably sized public institutions of higher education:

<u>Position</u>	<u>FY 91 Salary</u>	<u>Median FY 90 Salary (National)</u>
• President	\$55,000	\$66,092
• Vice President/ Academic Dean	49,195	60,166
• Dean of Students	41,989	44,201
• Dean of Continuing Education	(Vacant; acting capacity - \$37,285)	38,069
• Director of Finance	39,355	46,000

Full-time faculty salaries at Central Maine Technical

College have the following ranges:

- Low of \$22,717;
- Median of \$31,561; and
- High of \$41,320

ACADEMIC PROGRAM OFFERINGS

Central Maine Technical College offers a large number of academic programs. Many of its programs are available in a variety of different degree formats. For example, a student in the Architectural and Civil Engineering Technology Program may choose to pursue either a one year certificate, a two year Diploma, or an Associate in Applied Science Degree.

Central Maine Technical College offers the following Associate Degree programs:

- Architectural and Civil Engineering Technology;
- Nursing;
- Automotive Technology;
- Building Construction Technology;
- Electromechanical Technology;
- Graphic Arts/Printing Technology;
- Machine Tool Technology;
- Metal Fabrication Technology;
- Trade & Technical Occupations;
- Mechanical Drafting Technology;
- Occupational Health and Safety; and
- Supervision and Management.

Central Maine Technical College offers the following 2 year diploma programs:

- Architectural & Engineering Technology;
- Automotive Technology;
- Building Construction Technology;
- Electromechanical Technology;
- Graphic Arts/Printing Technology;
- Machine Tool Technology;
- Metal Fabrication Technology; and
- Mechanical Drafting Technology.

Central Maine Technical College also offers the following 1 year certificate programs:

- Architectural & Civil Engineering Technology;
- Automotive Technology;
- Building Construction Technology;

- Electromechanical Technology;
- Culinary Arts Technology;
- Graphic Arts/Printing Technology;
- Machine Tool Technology;
- Metal Fabrication Technology;
- Welding Technology;
- Mechanical Drafting Technology;
- Occupational Health and Safety; and
- Supervision and Management.

In addition, Central Maine Technical College offers a one-year Diploma Program in Practical Nursing.

Like the other colleges within the Maine Technical College System, Central Maine Technical College offers these programs through its regular academic day program and through Continuing Education. These programs are offered at the campus. In addition, the Continuing Education Program has developed specific educational programs to help meet the technical training needs of area business and industry.

FINANCIAL DATA

Recent unrestricted expenditures for Central Maine Technical College are as follows:

<u>Category</u>	<u>FY 89 (%)</u>	<u>FY 90 (%)</u>
Instruction	\$2,106,561 (54%)	\$2,325,078 (55%)
Public Service		
Academic Support	463,263 (12%)	351,287 (8%)
Student Services	133,149 (3%)	155,780 (3%)
Institutional Support	388,669 (10%)	413,953 (10%)
Operational and Maintenance	337,696 (9%)	538,380 (13%)
Scholarships	13,928 (.4%)	12,316 (.3%)
Auxiliary Enterprise	<u>427,268 (11%)</u>	<u>423,503 (10%)</u>
Total	\$3,870,534	\$4,220,297

Central Maine Technical College has the following budgets for FY 91 (approved) and FY 92-93 (requested):

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>
Personal Services	\$3,219,729	\$3,405,140	\$3,589,134
All Other	1,098,205	1,201,700	1,321,950
Capital	<u>100,000</u>	<u>200,000</u>	<u>250,000</u>

Total Expenses	\$4,417,934	\$4,806,840	\$5,161,084
Revenues	713,500	685,500	693,000
Appropriation Request	\$3,704,434	\$4,121,340	\$4,468,084

In addition, Central Maine Technical College is making the following Part II request for new and expanded programs for FY 92-93:

	<u>FY 92</u>	<u>FY 93</u>
1. Replace expired grant monies to fund salaries in the Nursing and Allied Health Programs.	\$132,500	\$134,750
2. Replace expired grant monies to fund salaries in the Occupational Health and Safety Program.	150,600	140,800
3. Provide funding for staffing to maintain new Allied Health Center.		101,900
4. Provide funds to initiate a new Medical Laboratory Technician Program.		68,000
5. Provide funds to initiate a new academic Child Care Program.		68,000
6. Replace Perkins Funds for salary needs in the Learning Resources Center.	<u>29,800</u>	<u>31,200</u>
Total	\$312,900	\$544,650

ENROLLMENT TRENDS

The following figures represent recent enrollment trends at Central Maine Technical College:

	<u>Fall 87</u>	<u>Fall 88</u>	<u>Fall 89</u>	<u>Fall 90</u>
Full time Students	432	409	405	354

Part time Students	<u>158</u>	<u>280</u>	<u>295</u>	<u>405</u>
Total	590	689	700	759

In addition, to assess the extent to which sex equity issues have been addressed through enrollments by gender, the following data has been included:

**Full-Time/Part-Time Matriculated
Student Enrollment
1990/1991**

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Architectural and Civil Engineering	21 (75%)	8 (25%)	29
• Associate Degree Nursing	1 (4%)	27 (96%)	28
• Automotive Technology	50 (89%)	6 (11%)	56
• Building Construction Technology	49 (96%)	2 (4%)	51
• Electromechanical Technology	61 (95%)	3 (5%)	64
• Food Preparation Technology	8 (62%)	5 (38%)	13
• Graphic Arts/Printing Technology	28 (44%)	35 (56%)	63
• Metal Fabrication Technology	18 (100%)	0 (0%)	18
• Machine Tool Technology	51 (98%)	1 (2%)	52
• Occupational Health and Safety	10 (56%)	8 (44%)	18
• Practical Nursing	2 (4%)	50 (96%)	52
• Welding Technology	16 (100%)	0 (0%)	16
• Trade & Technical Occupations	2 (100%)	0 (0%)	2

For comparative purposes, this data has also been included with that of the other 5 colleges as Appendix 6.

RESULTS OF CAMPUS VISIT AND INTERVIEWS

On behalf of the Committee, staff visited Central Maine Technical College from November 5 - 6, 1990. The following area legislators participated in the first day of the visit;

- Representative John Aliberti (Member of the Committee); and
- Representative James Handy (Adjunct member of the Subcommittee).

The following interviews and meetings were conducted during the 2 day visit:

- Meeting with Management and Administrative staff;
- Dr. William J. Hierstein, President;
- Meeting with selected community members of the program advisory committees;
- Campus tour;
- Richard H. Lee, Jr., Vice President/Dean of Instruction;
- Raymond J. Turner, Acting Dean of Continuing Education;
- Bertha R. Chasse, House Guardian;
- Laurel H. Graves, Dean of Students;
- Meeting with leaders of the Alumni Association;
- Presentation of Campus Master Plan by Scott Simon, Sasaki Associates;
- Meeting with community members of the College Advisory Council;
- Gary Webber, Director of Finance;
- Meeting with Collective Bargaining Unit representatives;

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- Meeting with student leaders;
 - Meeting with representatives from the Faculty Association; and
 - Open meeting with members of the campus community.

The following comments were made to committee staff during the 2 day visit. To help ensure confidentiality, comments are attributed by classification such as "Faculty":

- Currently, there is a waiting list of 8 - 9 male students for space in the residence halls. The residence halls are well-maintained by the custodial staff. Because of variances in scheduling and differences in communication patterns, residential life at the college does not always get adequate support from the Dean of Students.

The college is about to enter a significant phase of new growth. The principal question for the college will be, given the state's financial problems, how will the necessary growth happen at Central Maine Technical College? (Professional Staff).

- The financial policies and procedures that were recently developed by the System Office, are appropriate and were desperately needed by the colleges. The role of the System Office will need to change by becoming more flexible; decentralization will occur with the successful implementation of the policies and procedures.

The System needs to consider the value of promoting from within especially for top-level administrative positions. Certain administrative positions (and their incumbents) have not been properly placed in the personnel series for confidential employees. Some of this misplacement is a direct result of the 1988 Study on Confidential Employee Compensation conducted by Palmer and Associates.

The recently awarded Title III grant will really help the overall administrative function within the college to work effectively.

There continues to be concern about the reliance on federal Perkins money. As a result, the college is constantly juggling and looking for more funding. (Administrator);

- The Continuing Education Program at the college has a very "lean and mean" administrative structure.

Recent administration of the college's CED program has resulted in the elimination of a sizeable operating deficit [\$41,336 in FY 89] and the creation of an operating surplus [\$54,789 in FY 90]. This change in financial status is attributable an application of good managerial principles and knowledge of financial procedures. As evidenced by this data, CED can be run on a break even basis. However, the overall quality of the CED program is adversely affected because of its revenue driven premise.

There is a concern about the centralization of personnel practices, specifically the classification process administered by the System Office. It is difficult to get the System Office to recognize the actual work loads of many secretarial classifications and therefore is almost impossible to have appropriate classification changes. (Administrator);

- From an administrative point of view, the college is very lean. For example, there are only 2 full-time secretaries which are shared between the President, Vice President, and the entire faculty.

There are no major problems on the campus from a collective bargaining perspective. However, there are a number of concerns on the System level. There is a significant problem with the lack of portability of retirement benefits; i.e. individuals are unable to transfer their accrued retirement benefits to jobs outside of the System. This is resulting in a number of people who are unhappy in their current positions but are unable to leave.

In addition, there is a salary inequity for

administrators who are required to work for 12 months a year. There are a number of faculty who work less than that but get paid more.

The System has a tremendous amount of potential and there has been a big improvement in management and leadership since John Fitzsimmons became System President. However, meaningful expansion and continued growth will not take place without significant additional funding. Burn out is seriously imminent for a number of existing faculty and staff because of limited resources. (Administrator);

- Faculty Association officials across the System have significant concerns about some aspects of the Human Resource function administered by the System Office. For example, a draft of a recent evaluation instrument was prepared for distribution and review by faculty in the System. It appears that the System Office did not distribute the draft as it had agreed to.

Faculty at Central Maine Technical College are very proud of the college's academic programs. The faculty played a significant role in keeping the college going through alot of recent change. Based on his short tenure, the new President, Dr. William J. Hierstein, is well regarded by faculty.

System President John Fitzsimmons is a popular and effective leader. (Faculty Association Official);

- There is a significant problem in getting equipment for the Machine Tool Technology program; there is never enough funding. For several years, funding for new equipment has been entirely cut off. The most current equipment is always at least 10 years old. (Faculty);
- There are ways other than funding increases to acquire needed training equipment. For example equipment can be donated from private industry. However, the faculty does not have the time that is necessary to make such contacts.

Teaching the basic skills is as important as

having up-to-date training equipment. The current effort and end product (i.e. trained students) is good but could be so much better with more funding. (Faculty);

- There is a perception in the community that the college is behind the times. The academic trades programs still focus on basic skills and have not adopted to new technologies. (Faculty);
- The Machine Tool Technology Program serves as a good example of cooperation from industry in the effort to update curriculum.

40% of the students in the Maine Technical College System are college track. Many in the public have an inaccurate perception that the System does not include a significant number of college track students.

Despite the absence of any state money, morale of students and faculty in the Occupational Health and Safety Program is high. There is also a positive feeling about the current administration up through, and including, the System President.

The approval of recent bond issues reflects a high degree of public support for the Maine Technical College System.

In spite of the System's funding problems, there is remarkably low turnover among existing staff. (Administrator);

- Recently, because of a lack of funding, many extra-curricular activities have had to be cancelled.

The Legislature needs to know about the desire of private industry and business to employ graduates of the Maine Technical College System. There is an excellent return on money invested in the System. (Faculty);

- As the job market changes, there should be a move to further define the different missions of the Maine Technical College System and the University of Maine System. Initially, the Maine Technical College System was assigned one

segment of the market; 2 year associate degrees. However, now the University of Maine System is starting to move into the 2 year associate degree market. As a result, there is a duplication of resources between the two systems.

The ITV network administered by the University of Maine System does not have much educational integrity. The quality of that effort needs to be reviewed. In many cases, students are not getting a high quality educational program and existing resources are being diluted.

In general, morale among the college's faculty is pretty good. However, the lack of funding has resulted in too much reliance on part-time, adjunct faculty.

The Legislature has supported the Maine Technical College System with words and votes but needs to more clearly recognize the uneven playing field that exists with regards to the University of Maine System. This inequity needs to be recognized though a redistribution of funding resources; the Maine Technical College System is not regarded as an equal partner.

The System will benefit from the leadership of System President John Fitzsimmons.

The high quality of the college's work environment is very positive and is conducive to the retention of employees. (Faculty);

- The effort to provide technical education needs to begin before high school. The technical colleges are not getting the necessary support from guidance counselors. Instead, the technical colleges are looked down upon by many secondary guidance counselors. (Faculty);
- The new President [Dr. Hierstein] has been impressive and has acted quickly on some accreditation issues. The new administration has been helpful and decisive, which is a relief after the experiences of the past 3 years.

Most departments in the college are in need of more funding, particularly in the next 5 years. (Faculty);

-
- Morale at the college is high but there is a frustration in not having the funding to do the job that needs to be done. It is very discouraging that there is no state funding for the Occupational Safety and Health and Nursing programs. It has been years since substantial growth has occurred at the college.

Technical education programs tend to be much more expensive to provide than "chalk board" programs. The current limitations of equipment resources significantly restricts the capacity of technical courses within the Maine Technical College System. (Administrator);

- Updated technological training equipment costs a lot of money. The System is in desperate need of more resources for equipment and constant retraining. Faculty members need professional development programs just to remain current in their fields. (Faculty);
- The college provides a great opportunity for students to broaden and expand their studies. The college's faculty and location are helpful and accessible. [This particular student had returned to Central Maine Technical College for an additional associate degree.]

Once they get used to being in a new setting, most students at Central Maine Technical College settle down and enjoy the college, especially second year students.

Last year the college had a number of team sports. This year, because of budget cuts, all team sports have been eliminated except for basketball and riflery. (Student);

- Faculty at the college are accessible and friendly. This out-of-state student was motivated to come here by the academic program and the opportunity for hands-on experience. Students receive relevant training about past and current technology. The only negative at the college is the early closing time (9 PM) for the main facility. This early closing makes it very difficult for many students to complete lab assignments. (Student);

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- The early closing time has made it difficult for this student in the Architectural and Civil Engineering Program to complete assigned work and drawings.

This student chose Central Maine Technical College over Northern Maine Technical College because the Architectural and Civil Engineering Program was more complete and offered surveying whereas the other college did not. (Student);

- This student likes the college a great deal; particularly the faculty and the students. At times, this student wishes there was more staffing to provide needed help to students.

On occasion, students are required to purchase a number of tools to be used in a particular course. In many cases, some of the tools are not used. (Student);

- Understaffing at the college is quite noticeable. More professionals are needed to teach students with learning problems. Currently, there is only one faculty member to do this work.

The faculty at the college are good and quite accessible.

The library and the computer labs are not open on weekends. As a result, there is no place for students to study during that time.

Recently, because of funding problems, a number of work study students have been laid off. This is the wrong area to be cutting back in.

The college needs more resources and is doing the best it can with the available resources. Students at the college need more planned activities. (Student);

- During the last round of contract negotiations, a verbal agreement was reached to review all classifications for adequacy of current job descriptions and titles. This verbal agreement has not been lived up to. There is a wide disparity in which tasks are being performed by which classifications at each of the colleges.

The new Title III grant is likely to improve the timeliness of communications between offices at the college.

The current tuition reimbursement (\$500 per year) paid to faculty is not adequate for professional development. This amount will only pay for 1 course per semester. (Collective Bargaining Unit Representative);

- At this time, morale within the college is not good because of poor communication within the structure. People are not well informed about what is going on. The current dissatisfaction is not attributable to the leadership of any one individual. The college also suffers from a lack of preplanning. The college has not had much leadership for the past 3 years.

The new president [Dr. Hierstein] seems to be able to make prompt decisions; he reacts quickly. He has shown a lot of interest in the internal workings of the college by visiting different departments and trying to meet people. All of this is markedly different than his predecessor.

The college is very short staffed; in particular within the business office and the cafeteria. Also, the college has made extensive use of acting capacity appointments in several key positions to the detriment of the college. As a result, unqualified individuals have been asked to fulfill important functions.

There is some resentment within the System about the tendency to go outside of the State (and the System) for top-ranking employees.

In previous years there has been ill will towards the System Office. This has been improving recently.

The college is a good place to work; the staff is friendly and helpful to all concerned. (Collective Bargaining Unit Representative);

- The college is well perceived in the community and this perception has been enhanced in recent

years. This improved image parallels an increased community interest in higher education which was prompted by the recent establishment of the Lewiston-Auburn College of the University of Maine System. There is an overall interest in upgrading skills. The college is viewed as an asset and has done an excellent job in accommodating the needs of the community. The college is not a passive institution; it plays an active role in cosponsoring many academic programming initiatives.

It is disheartening to have waiting lists at the college when there are jobs in the community that need to be filled.

It is hoped that the Maine Technical College System will join with the University of Maine System in a partnership to address the drop-out issue in secondary education. The fundamental role of education must be valued, and clearly perceived as such, by students. The current efforts in public education need to reach deeper and accomplish more.

The college makes use of the Advisory Council in an appropriate fashion. Input is sought from Council members. The present council has a representative mix of community members.

The college does well in rapidly developing needed degree programs. There is a commitment to building programs that are needed for the future, instead of just focusing on short-term needs.

Continuing Education at the college represents a lot of opportunities. Continuing Education is used as a pilot for different program initiatives. Continuing Education represents an area of potential growth for the college.

The topic of professional development is an important issue and needs to be better emphasized. It is necessary to invest in the faculty who serve as role models for students. Faculty need to be up-to-date with current technology and the college needs to make this commitment.

The Audit and Program Review Committee and the newly formed commission formed to study the capacity of the Maine Technical College System are conducting well conceived reviews that will serve the System well.

There is a concern about the increasing interest in having the System generate more of its own revenue stream. The Maine Technical College System can do more of this, but should not be singled out as an institution. (Member of Campus Advisory Council);

- The community is behind Central Maine Technical College. This support was demonstrated in the vote for the 1989 bond issue. There is a need for the college. The college has a waiting list and the community has jobs to fill - all of which indicates a continuing role for the college.

The college needs to have a closer relationship with the regional vocational schools; this would help to fill some under-used programs offered by the college.

The role of the Advisory Council has changed in a positive way. The Council has grown and become more involved in the community. The members offer a valuable resource to the college. There should be more of an inter-related effort between the Council and the Craft Committees.

The remedial needs of the current student body are significant. Perhaps these needs could be met through existing community resources.

The use of full-time faculty in Continuing Education gives faculty the chance for more income, thereby increasing retention of existing staff.

The Legislature would be surprised at the high level of public support for the Maine Technical College System. Future planning by the System is crucial.

The currently low tuition for courses might need to be reconsidered as an increased revenue source.

The new facility is much needed for program expansion, student activities, cultural events and sporting events. The need of the Lewiston/Auburn Community for this type of public facility is acute. (Member of Campus Advisory Council);

- The college is on the verge of a phase of explosive growth. The System's capacity for growth needs to be addressed. The fundamental needs have already been addressed.

The college has an acute need for technical training equipment. This equipment always needs to be updated.

The College's Advisory Council has always played an important role. It is regrettable that the Council has always had to spend so much time on funding issues; this has diverted the Council from other valid topics. (Member of College Advisory Council);

- The admissions/registrar function should be placed within student services throughout the System.

The evolution of student services at Central Maine Technical College was different than at the other colleges. There was, and still is, not enough appreciation for the role of student services. The college retains old and dated perceptions of the roles of marketing and recruiting. The proper nature of student services is to provide support services to encourage students and further their participation in academic programming.

At the present time, the college has student committees who provide alot of input for each of the support services provided.

Student services programming has alot of involvement in the community; this results in a cross-pollination of ideas and information.

The most pressing need of student services is for a full-time Academic Counselor. Student Services would like to serve Continuing Education students but does not have the resources.

As a discipline, student services is often neglected in professional development activities, especially when compared to the faculty. The existing Student Services staff is spread very thin as it is, thus effectively prohibiting meaningful involvement in professional development activities when they are available. (Administrator):

- Policies and benefits for confidential employees need clarification and codification. Retirement benefits need to be made "portable".

Faculty salaries have gained disproportionately to those paid to senior administrators.

Senior administrators in the System need to feel more comfortable in their positions. (Administrator);

- This individual's Program Advisory Committee (Architectural and Civil Engineering) has been active and has been used as a sounding board for what the job market really is. The committee has focused on the decreasing number of potential students for the Architectural and Civil Engineering Program. This committee also questions the college's overall planning process when one considers that there are no job openings in this field right now. The University of Maine System has tighter admission requirements which the Maine Technical College System might wish to emulate.

This advisory committee has had an influence on what is being taught in the program.

The college has a salary inequity problem; Architectural and Civil Engineering Instructors are required to have a civil engineering license but are paid the same as instructors in the Food Preparation Technology Program. It does not make alot of sense to pay all disciplines/professionals on the same scale. (Member of Advisory Committee);

- This individual's local business has benefited over the last 16 years from employing well qualified graduates of Central Maine Technical

College. These graduates are well prepared for existing openings and for further advancement. Graduates of the college have a high degree of self confidence and appropriate aspirations. Many of the graduates with technical trades degrees have been moving into management positions without further education.

Local business has been able to use the college in many different ways. The many different technological skills taught at the college results in specialized training needed in the regional economy.

Participation on the Program Advisory Committee for Automotive Technology has been rewarding. The committee has been involved in the Supervision and Management Program which is off to a great start and is on the cutting edge. This individual's company encourages its employees to participate in this program.

The college is a great institution and is very well managed. This individual has taught at Central Maine Technical College and found it to be a great place to teach in terms of the setting, environment, and being a well maintained facility. (Member of Advisory Committee);

- Participation on the Advisory Committees is very worthwhile. The college is very interested in meeting the needs of the marketplace. The high degree of involvement between the college and the community results in more positive relationships with manufacturers who then make equipment donations to the college. It is vital for the college to maintain contact with employees to keep the school on track.

In this individual's area of participation (Automotive Technology Program), there is an increasing degree of technical sophistication in the industry. The college has done a good job in looking ahead to tailor the program to the future needs of the industry during the next 5 years.

The college needs to encourage the aspirations of workers to improve themselves through an attainable career ladder. Most of the programs need to have a management training component.

The technical needs of today's industry require more highly trained graduates. The college's current emphasis on Continuing Education needs to continue. (Member of Advisory Committee);

- Space for a college-run day care program will be provided in the new multi-use facility.

The college would like to develop a program of its own modeled after the Women's Unlimited program but there are no resources available to do so.

The college hopes to initiate a pilot project for orienting junior high school students this summer. A private sponsor is being sought to provide needed funding of less than \$10,000. This is in keeping with future plans to better use the college campus during the summer months.

The college needs to expand its related course (general education) offerings. It is hoped that some of these academic, classroom course needs can be met through a cooperative arrangement with the Lewiston-Auburn College of the University of Maine System.

As a whole, the System is developing in an impressive fashion. The leadership offered by System President John Fitzsimmons is impressive and is attracting many qualified individuals to the System.

The college has an attractive set of facilities and campus setting. The college also offers a strong academic program with a real potential for growth. In a metropolitan area the size of Lewiston and Auburn, the college should have close to 2,000 students, instead of the present 700.

The college is in desperate need of more funding. Too many positions are on soft funding, such as Perkins Part A money. In particular, the college needs more permanent funding for existing positions in the library and the Developmental Studies, as well as more money to fund additional positions which are desperately needed in Developmental Studies.

The college's academic program model is appropriate. The availability of 2 year associate degree programs with options for 1 year certificate programs creates more success opportunities for students. (Administrator);

- The current nursing program has a high degree of reliance on federal Perkins money. Currently, there is a 2 - 3 year waiting list for students. In terms of financial resources, the nursing program has little or no flexibility to respond to immediate nursing problems within the state.

The nursing program at Central Maine Technical College has communicated well with the Lewiston-Auburn College of the University of Maine System. Both colleges have shared local resources to reduce duplication.

The nursing program also has contractual link-ups with local hospitals, nursing homes, and human service agencies.

The college's staff development needs are becoming overwhelming. There is inadequate training for instructors in the Nursing Program to remain up-to-date in current practice. In addition, instructors need exposure to different teaching techniques to meet the needs of older, non-traditional students. (Administrator);

- The college is experiencing significant frustration at not being able to adequately support existing programs and to offer needed programs.

The changing nature of students at the college reflect the changing nature of the state's work force. Today's students tend to be single parents with families, who attend school part-time, and are seeking specific skills. These characteristics create a mounting stress for the college. Student Services at Central Maine Technical College are lean.

The college has a good relationship with regional vocational centers and makes use of articulation agreements.

Placement rates for graduates of the college are greater than 94%. (Administrator);

- Because of a lack of resources, college staff and faculty have become inventive in being able to support each other. Different programs will use instructors from other programs and faculty spend alot of time working with each other. However, this effort has probably gone as far as it can go with the present level of resources.

The community has shown alot of interest and involvement in the accomplishments of Central Maine Technical College graduates; this has helped to raise aspirations. (Administrator);

- The college cannot continue to function successfully with the present level of resources. Perhaps the Legislature should consider funding the Maine Technical College System on a county millage basis; this is done in other states but not in New England. The Legislature should also review the System's mission relative to the University of Maine System; should the University of Maine System be involved in offering technical education programs?

The college is experiencing alot of pressure from existing waiting lists; there is a large demand for short-term programs. The college has not experienced adequate growth in recent years. The college could assume a more effective leadership role with appropriate resources. There is a need to develop more partnerships with local high schools to meet the needs of the "neglected majority". There are a large number of unprepared high school students whose needs cannot be met with the current level of resources. (Administrator);

- The college has a very cooperative relationship with the Lewiston-Auburn College of the University of Maine System. A new 2 + 2 articulation agreement has been developed between the 2 colleges to offer a 4-year degree in Industrial Technology in the Fall of 1991.

The college also has a new articulation

agreement with the Oxford Hills Regional Vocational Center which involves a sharing of resources and programming. The college will be working with other regional vocational centers to develop articulation agreements modeled on the Oxford Hills example. Such agreements represent a tremendous recruiting tool; high school students with Central Maine Technical College credits are likely to attend the college.

Most equipment donations are outdated. It is very difficult to get donations of up-to-date equipment. The college desperately needs updated training equipment; the newest piece of training equipment in the Machine Tool Technology program is 10 years old.

National accreditation teams have recognized the college's programs in Printing/Graphic Arts Technology, Automotive Technology, and Nursing.

The needs of the current adult population are for training and retraining; this will be the focus of the college's future efforts. However, the needs of part-time adult students are harder to predict and require a shift in the distribution of the college's resources.

The college needs to design more programming to meet the needs of women. A program like Women Unlimited helps to encourage women in non-traditional academic programs.

There may be changes in the federal Pell Grant requirements which would adversely effect the entire Maine Technical College System. A new requirement is being contemplated which would require students to spend at least 30 hours per week in classes in order to be eligible for a Pell Grant. This possible requirement would have a very negative effect on the many students enrolled in one-year certificate programs throughout the System. (Administrator);

- Taxpayers get a tremendous bargain at Central Maine Technical College; there is no waste. The program needs of nontraditional students are not being met because of a lack of resources. The college is forced to use antiquated training equipment which does not come close to the

state-of-the-art equipment currently in use by private industry. It is estimated that it would cost at least \$500,000 just to meet the current equipment needs of the Machine Tool Technology Program. In addition, the college has acute space needs problems. (Administrator);

- Every program at the college has significant training equipment needs. The college is doing a good job in producing well trained students; but could be doing so much better with adequate resources.

There is a real difference in the level of Student Services needed by traditional and nontraditional students; traditional tend to need less and nontraditional tend to need more. (Administrator);

- Many area businesses often use or lease the college's facilities for different events; this is very convenient for these local firms. (Alumni Official);
- Having come out of the military, this individual found the college's programs to be an appropriate and accessible way of getting retrained. (Alumni Official);
- The curriculum at Central Maine Technical College is different than those offered at other colleges; it is constantly changing to reflect changes in technology.

Central Maine Technical College offers more courses in the 2 year Electromechanical Technology Program than other colleges do in 4 year programs. The only problem is the difficulty in moving to a 4 year program elsewhere after having completed the Central Maine Technical College program. The Electromechanical Program needs more funding and state-of-the-art equipment. This program needs to be able to respond to changing technology by offering up-to-date practical experience.

The college's new program in Occupational Health and Safety has been a long time in coming and is desperately needed. All of the college's programs should be connected or exposed to safety related training. (Alumni Official);

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- This individual benefited alot from Central Maine Technical College having gone through the Architectural and Civil Engineering Technology Program twice; once for a certificate and then for an Associate Degree. (Alumni Official);
 - This individual also returned to Central Maine Technical College for dual degrees in Automotive Technology. This individual had difficulty in transferring credits from another technical college; colleges within the System should be more compatible. The need for compatibility extends to the University of Maine System; both systems offer programs under the same name with different emphases. (Alumni Official); and
 - Central Maine Technical College needs to offer a program in Pulp & Paper Technology; (Consensus of Alumni Officials).



EASTERN MAINE TECHNICAL COLLEGE

PURPOSE

Like the other technical colleges, Eastern Maine Technical College has a goal of providing high quality post-secondary technical educational programs. The college seeks to prepare graduates who are well prepared for the requirements of today's employment market. To achieve these goals, the college makes use of 3 approaches which are embodied in the overall curriculum:

- First, students are provided with a relevant and concentrated technical education in their field of study;
- Second, students are required to be proficient in mathematics and communications so as to keep current with changes in their profession and to bolster their ability to pursue further post-secondary education; and
- Third, to promote social understanding, students are required to take courses in psychology, sociology, economics, and human relations.

HISTORY

Eastern Maine Technical College was first established by an act of the Legislature in 1966 as Eastern Maine Vocational Technical Institute. The college was included as a part of the Department of Educational and Cultural Services and had policy set by the State Board of Education.

The college was initially located in the old Bangor High School facility. In 1968, the school moved to its present campus located on the Hogan Road.

In 1986, the college was made a part of the newly organized and independent Maine Vocational-Technical Institute System with its own Board of Trustees. In 1989, the school was renamed as Eastern Maine Technical College to properly reflect its status as a post-secondary 2 year college.

PHYSICAL PLANT

Eastern Maine Technical College is located on a 72 acre campus on Hogan Road in Bangor. At the present time, the college makes use of 7 principal facilities:

- Maine Hall - consists of 3 wings and shop areas:
 - the Nickerson Wing includes the library, and classroom space for the Business, Electrical Power Technology, and Electronics Technology Programs;
 - the Sprague Wing includes space for the Food Technology and Allied Health programs as well as Mathematics, Sciences, and Humanities;
 - the Thibodeau Wing includes space for all college wide administrative functions; and
 - the shop areas provide space for the Machine Tool and Building Construction Programs;
- Schoodic Hall - houses classrooms and laboratories for the Refrigeration and Air Conditioning and Welding Programs as well as a lecture hall which is used for various academic and community functions;
- Penobscot Hall - provides classroom and shop space for the Automotive and Heavy Equipment programs and office and classroom space for other programs;
- Johnston Gymnasium - provides a full sized indoor gymnasium for recreational and inter-collegiate activities;
- Katahdin Hall - houses the campus dining center and functions as one of two residence halls;
- Acadia Hall - provides residential facilities for boarding students; and
- Maintenance Building - houses offices and storage space for maintenance purposes.

The 1989 Bond Issue included the following capital improvement projects for Eastern Maine Technical College:

<u>Project</u>	<u>Budget</u>
1. Renovation of the Diamond Building.	\$1,200,000

2. Roof repair of the Diamond Building.	350,000
3. Pave roads and parking lots.	<u>50,000</u>
Total	\$1,600,000

According to a recent report issued by the System Office, as of February 1, 1991, a total of \$127,354.19 has been spent on the roof repair and paving projects and some planning expenses.

ORGANIZATION, STAFFING, AND SALARIES

With some notable distinctions, Eastern Maine Technical College is organized in a manner which is fairly similar to the other colleges within the System. As shown in Diagram 8, Eastern Maine Technical College has included the continuing education function under the province of academic affairs. In addition, when compared to most other campuses within the system, Eastern Maine Technical College has a relatively large number of separate academic departments. A brief description of the college's organizational structure is as follows:

- President - reports directly to the System President and is the chief executive officer for the college. In January of 1991, the Board of Trustees appointed Dr. Darrell W. Staat as President. Dr. Staat will assume this position beginning on April 1, 1991. The President's Office includes an Administrative Assistant and one support staff position;
- Vice President/Dean of Academic Affairs - functions as the college's chief academic officer. In addition, like most of the other campuses, this position functions in a vice-presidential capacity when the President is absent from campus for a protracted length of time. The current Vice President is Nathaniel J. Crowley, Jr. The Vice President's office includes an Administrative Assistant and one support staff position.

The Vice President/Dean of Academic affairs oversees a large number of academic activities and functions which include:

- Continuing Education - This large organizational unit is headed by a Dean of Continuing Education; the incumbent being Mr. David Robbins. The Dean of Continuing Education reports directly to the Vice President/Dean of Academic Affairs and oversees a number of programs. The Continuing Education program itself provides:

- long-term and short-term training in close cooperation with the private sector to meet specific training and economic development needs;
- programs to upgrade the skills of individuals already employed and retraining for individuals seeking new employment opportunities;
- seminars and workshops in conjunction with the private and public sectors to assist with professional/occupational development;
- on-site education and training to meet the employment and economic development needs of business and industry; and
- related and supplemental instruction for apprentices in cooperation with the State Apprenticeship and Training Council.

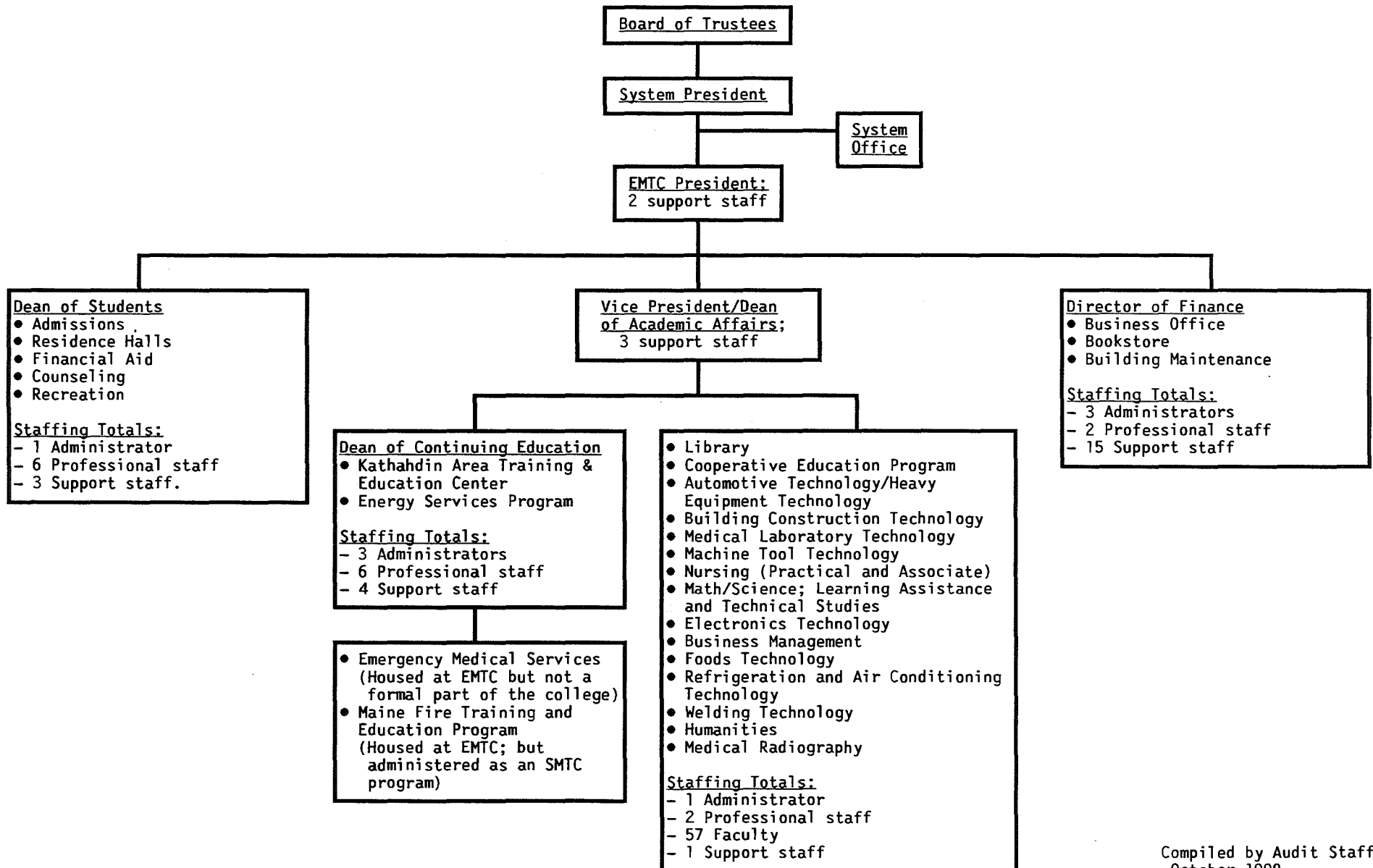
Currently, the Continuing Education program at Eastern Maine Technical College is staffed by a total of 2 professional and 2 support staff positions with numerous adjunct faculty;

- Katahdin Area Training and Education Center - In addition to the Continuing Education courses offered at the Bangor campus, the college offers a wide selection of credit and non-credit courses at its Katahdin Area Training and Education Center which is located in East Millinocket. This facility is owned by Eastern Maine Technical College and is jointly funded and

DIAGRAM 8

MAINE TECHNICAL COLLEGE SYSTEM

EASTERN MAINE TECHNICAL COLLEGE

Organization and Staffing

operated by the college and the University of Maine System. At the present time, the Center is staffed by a Director, one part-time professional staff position, and two support staff positions; one of which is part-time;

- Energy Services - By agreement with the Division of Community Services in the Executive Branch, Eastern Maine Technical College through its Continuing Education Division, also administers the local "Weatherization Program" which is funded with federal monies. This program is staffed by a Manager, 4 professional staff positions, and one support staff position;
- Emergency Medical Services - Eastern Maine Technical College provides facility space for the Bangor Area Emergency Medical Services program. However, the Emergency Medical Services program is not a formal part of Eastern Maine Technical College; and
- Maine Fire Training and Education Program - This program is offered at the Eastern Maine Technical College campus on a regional basis for the northern part of the State. However, the program is administered by, and listed as a program of Southern Maine Technical College;
- Academic Affairs - This is the largest organizational unit at the college and includes the following academic activities and programs:
 - Library - This function is staffed by one professional position;
 - Cooperative Education - This program offers students the opportunity to integrate on-campus academic study with a direct application of an off-campus work experience. This program is staffed by one professional position and one support staff position;
 - Automotive Technology/Heavy Equipment Technology - This academic department is staffed by a total of 2 instructors; one each for the Automotive and Heavy Equipment programs;

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- Building Construction Technology - This academic department is staffed by 4 instructors;
 - Medical Laboratory Technology - This academic department is staffed by 1 instructor;
 - Machine Tool Technology - This academic department is staffed by 2 instructors;
 - Nursing - This academic department, which includes the Practical Nursing and Associate Degree Nursing programs, is staffed by a total of 9 instructors;
 - Math/Science, Learning Assistance and Technical Studies - This academic department includes the college's Math/Science, Learning Assistance, and Technical Studies programs. These programs are staffed by a total of 14 instructors; 10 for Math/Science, 2 for Technical Studies, and 2 for Learning Assistance;
 - Electrical Power Technology - This academic department is staffed by a total of 3 instructors;
 - Electronics Technology - This academic department is staffed by a total of 2 instructors;
 - Business Management - This academic department is staffed by a total of 5 instructors;
 - Foods Technology - This academic department is staffed by one instructor;
 - Refrigeration and Air Conditioning Technology - This academic department is staffed by a total of 2 instructors;
 - Welding Technology - This academic department is staffed by 3 instructors and one Welding Test Supervisor position;
 - Humanities - This academic department is staffed by a total of 7 instructors; and

-
- Medical Radiography - This academic program is staffed by a total of 2 instructors.
 - Director of Finance - functions as the chief financial officer for the college. The current Director, Ms. Jane Brann, oversees the following functions:
 - Business Office - staffed by 2 professional and 3 support staff positions;
 - Bookstore - staffed by 1 professional and 1 part-time support staff position; and
 - Building Maintenance - staffed by a total of 11 positions; and
 - Dean of Students - this position functions as the chief executive officer for student services. The current Dean, Mr. W. Gregory Swett, oversees activities which include Admissions, Financial Aid, Residential Life, Recreation (Athletics), and student counseling. Staffing for these functions is as follows:
 - Dean's Office - 1 administrator and 1 support staff;
 - Admissions - 1 professional and 1 support staff;
 - Residential Life - 2 professional positions;
 - Recreation - 1 support staff;
 - Financial Aid - 1 professional, and 2 part-time support staff; and
 - Student Counseling - 1 professional position.

A series of salary analyses for Eastern Maine Technical College is included in Appendix 5. These analyses include employee names, position titles, sex, age, years of service, and annual salaries. These analyses rank order salaries within employment categories to assess the impact of gender and age on salaries.

For comparative purposes, FY 91 salaries for top level administrative positions at Eastern Maine Technical College have been aligned with FY 90 salaries for similar positions at comparably sized public institutions of higher education:

	<u>FY 91</u> <u>Salaries</u>	<u>Median FY 90</u> <u>Salaries (National)</u>
• President	Vacant	\$66,092
• Vice President/Dean of Academic Affairs	50,139	60,166
• Dean of Students	44,937	44,201
• Dean of Continuing Education	49,297	38,069
• Director of Finance	38,777	46,000

Faculty salaries at Eastern Maine Technical College have the following ranges:

- Low of \$24,749;
- Median of \$34,331; and
- High of \$47,151.

ACADEMIC PROGRAM OFFERINGS

Currently, Eastern Maine Technical College offers the following associate degree programs:

- Automotive and Heavy Equipment Technology;
- Building Construction Technology;
- Business Management;
- Electrical Power Technology;
- Electronics Technology;
- Fire Science Technology;
- Foods/Management Option;
- Machine Tool Technology;
- Medical Laboratory Technology;
- Medical Radiography Technology;
- Nursing;
- Refrigeration and Air Conditioning Technology;
- Trade and Technical Occupations; and
- Welding Technology.

Eastern Maine Technical College also offers the following diploma programs:

- Automotive and Heavy Equipment Technology;
- Building Construction Technology;
- Machine Tool Technology;
- Refrigeration and Air Conditioning Technology;
- Foods Technology;
- Heating Technology;
- Practical Nursing;
- Electrician Technology; and
- Technical Studies.

At the current time, Eastern Maine Technical College also offers one certificate program in Welding Technology.

As mentioned earlier, Eastern Maine Technical College offers these programs at various times during the day and evening at its main campus in Bangor. The Continuing Education program also offers courses and certain degree programs at various times and locations. In addition to those offered on the main campus, Continuing Education courses are offered at a number of remote locations:

- Ellsworth;
- Lincoln;
- Orono;
- Blue Hill;
- Katahdin High School;
- Katahdin Area Training and Education Center;
- Old Town; and
- Millinocket.

FINANCIAL DATA

Recent unrestricted expenditures for Eastern Maine Technical College are as follows:

	<u>Expenditures</u>	
<u>Category</u>	<u>FY 89 (%)</u>	<u>FY 90 (%)</u>
Instruction	\$2,400,586 (52%)	\$2,769,860 (52%)
Public Services	59,863 (1%)	59,329 (1%)
Academic Support	449,770 (10%)	538,517 (10%)
Student Services	238,063 (5%)	299,270 (6%)
Institutional Support	310,830 (7%)	327,553 (6%)

Operational & Maintenance	586,987 (13%)	661,762 (13%)
Scholarships	19,668 (0.4%)	33,646 (0.6%)
Auxiliary Enterprises	<u>521,422 (11%)</u>	<u>592,478 (11%)</u>
	\$4,587,189	\$5,282,415

Eastern Maine Technical College has the following budgets for FY 91 (approved) and FY 93-93 (requested):

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>
Personal Services	\$3,288,627	\$3,613,830	\$3,801,252
All Other	1,080,387	1,130,990	1,187,362
Capital	<u>179,000</u>	<u>235,000</u>	<u>260,000</u>
Total Expenses	\$4,548,014	\$4,979,820	\$5,248,614
Revenues	\$ 892,577	\$ 893,077	\$ 893,577
Appropriation Request	\$3,655,437	\$4,086,743	\$4,355,037

In addition, Eastern Maine Technical College is making the following Part II request for new and expanded programs for FY 92-93:

<u>Priority</u>	<u>FY 92</u>	<u>FY 93</u>
1. Replace Perkins funds used for Learning Assistance Center.	\$ 81,300	\$ 91,500
2. Establish a new Associate Degree Nursing Program.	134,000	142,000
3. Provide maintenance services for new facility.	27,200	28,700
4. Replace Perkins Funds used for Technical Studies Program.	82,600	91,600
5. Establish a new Industries Laboratory Technician Program.	<u>78,300</u>	<u>88,000</u>
Total	\$403,400	\$441,800

ENROLLMENT TRENDS

The following figures represent recent enrollments at Eastern Maine Technical College:

	<u>Fall 87</u>	<u>Fall 88</u>	<u>Fall 89</u>	<u>Fall 90</u>
Full-time	533	562	551	538
Part-time	<u>586</u>	<u>564</u>	<u>797</u>	<u>757</u>
Total	1119	1126	1348	1295

The following figures depict recent (90-91) program enrollments by gender:

Full-Time/Part-Time Matriculated Student Enrollment 1990/1991

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Automotive/Heavy Equipment	38 (100%)	0 (0%)	38
• Building Construction Technology	60 (98%)	1 (2%)	61
• Business Management	62 (36%)	112 (64%)	174
• Electrical Power Technology	32 (91%)	3 (9%)	35
• Electronics Technology	38 (97%)	1 (3%)	39
• Foods Technology	6 (46%)	7 (54%)	13
• Medical Laboratory Technology	4 (21%)	15 (79%)	19
• Machine Tool Technology	46 (98%)	1 (2%)	47
• Nursing	4 (4%)	87 (96%)	91
• Medical Radiography	4 (11%)	31 (89%)	35
• Refrigeration and Air Conditioning Technology	26 (100%)	0 (0%)	26
• Technical Studies	8 (36%)	14 (64%)	22

• Welding Technology	30 (100%)	0 (0%)	30
• Electrician Program	<u>12 (92%)</u>	<u>1 (8%)</u>	<u>13</u>
Total	370 (48%)	173 (42%)	643

RESULTS OF CAMPUS INTERVIEWS AND VISIT

On behalf of the Committee, staff visited Eastern Maine Technical College from October 9 - 10. The Committee staff person was joined for the first day's activities by Committee member and local legislator, Representative Catharine K. Lebowitz.

The following interviews and meetings were conducted during the 2 day visit:

- Nathaniel J. Crowley, Jr., Acting President;
- Meeting with President's Policy Council;
- W. Gregory Swett, Dean of Students;
- David Robbins, Dean of Continuing Education;
- Jane Brann, Director of Finance;
- Meeting with College Advisory Council;
- Campus tour provided by Simon Brown, Supervisor of Building and Maintenance, and Peter Burns, Assistant Dean of Students/Director of Admissions;
- Donald Hansen, President of Eastern Maine Technical College Faculty Association;
- Meeting with Student Senators;
- Mr. Daniel Belyea, Director of Residential Life;
- Open meeting for the College Community;
- Meeting with Bargaining Unit Representatives; and
- Open meeting for students.

The following comments were made to committee staff during the 2 day visit. To ensure confidentiality, comments are attributed by classification, such as "Faculty":

-
- When compared to a private college, the Eastern Maine Technical College faculty and staff are very responsive and assist students in the overall learning process. The use of first names with some faculty members helps to create a more positive and friendly environment.

The environment in the residence halls is conducive to studying.

Many faculty make use of real life experience as a primary teaching technique.

The college administration is responsive and friendly towards students.

The cafeteria food has improved 100% over last year.

The only negative at the college at the present time is the very compact and demanding nature of the course load required in a 2 year degree program (Student);

- The social atmosphere at the college is friendly; alot more so than at a larger campus. There is a great deal of involvement and alot of teamwork that occurs at Eastern Maine Technical College.

Being a commuter student at the college is enjoyable. Life in the residence halls is too busy and distracting; all of which makes it difficult to study.

The college administration is helpful (Student);

- As a residential student, one can get to know a large number of people rather quickly. Residential life also offers the opportunity for group study.

The college faculty do a good job in keeping students up-to-date about changes in technology and professional practice (Student);

- Eastern Maine Technical College is unique in that there is a wide range of people in terms of age and experience levels and these people mix together very well.

Academic requirements at the college have resulted in extensive time commitments - much more so than at other colleges.

The college is also unique in terms of the varied opportunities that it provides to all kinds of non-traditional students (Student);

- The organizational placement of Continuing Education under Academic Affairs has the advantage of furthering the philosophy of having one school. This organizational arrangement is likely to be the direction for Continuing Education within the System. The only real problem with this arrangement is the occasional need of the Dean of Continuing Education to have clear access to the President for certain issues. (Administrator);
- Continuing Education was originally a part of Academic Affairs at Eastern Maine Technical College. Several years before the System was created, Continuing Education was separated from Academic Affairs. Continuing Education was brought back under Academic Affairs primarily because the significant number of academic courses being offered under Continuing Education are the province of the Vice President/Dean of Academic Affairs. The Academic Department Heads were strongly in favor of the move. The practical effect of the organizational change is to allow Department Heads to have full responsibility for all academic courses offered by the college. This responsibility includes hiring, purchasing, scheduling, and the ability to ensure the high quality of all course work offered through Eastern Maine Technical College.

The present day demands and needs of today's students inhibits the various department heads from functioning as full-time faculty. As a result, the recruitment of new students really suffers. The large number of academic departments could be consolidated into several larger departments. If this were to be done, perhaps each academic program could have its own coordinator as is the practice at Northern Maine Technical College.

Another flaw of the current academic affairs unit is that some faculty, such as Department heads are being required to evaluate other faculty.

The Cooperative Education Program has not been successful in its original purpose of incorporating academic work with on-the-job training. Instead, it has evolved into more of a job placement program. Under a reorganization of Academic Affairs, the Cooperative Education Program ought to be included within the General Education Department or transferred to Student Affairs. (Administrator);

- The type of education offered by the Maine Technical College System is very much needed by both the state and the nation. Eastern Maine Technical College is doing a very credible job. Local companies are able to call the college for their technical training needs.

There is a crisis in education that needs resolution: too much of the current programming effort in higher education is spent on remedial education. The problem needs to be solved in the lower grades which have a questionable core curricula.

The Legislature should be sensitive to the propensity of some within higher education to protect unreasonable or unwarranted practices. Administrators need to be able to make reasonable administrative decisions but are sometimes hampered in doing so by tenured faculty who are not needed or are unwilling to be retrained. In addition, dictates from the union determine hiring decisions which don't have much to do with educational quality.

The Audit and Program Review Committee must understand that the Maine Technical College System is drastically underfunded. (Member of the Advisory Council);

- In addition to the necessary technical skills, society needs to have workers who have the ability to think. The Maine Technical College System must continue to recognize the important role of humanities. In addition, the media has

a responsibility to help educate the public rather than just amuse. (Member of the Advisory Council);

- Eastern Maine Technical College is responsive to the needs of local businesses. For example, the college assisted the Chamber of Commerce in providing training for several foreign exchange programs.

The October 1989 speech by Dr. Willard Daggett, entitled "Education for a New Age" was videotaped. Circulated copies of that tape have been invaluable in alerting business people of their need to become involved in education. (Member of the Advisory Council);

- Eastern Maine Technical College is special in that it is very successful in providing needed technical education. Colleges like Eastern Maine Technical College need to be able to respond to the needs of society and to fix things that are broken. (Member of the Advisory Council);
- The Directors of Finance from the 6 campuses have worked to develop financial procedures and policies which are appropriate and helpful. The Director of Finance and Administration, Lynn Olson, is very helpful to the campuses and the System Office provides needed support.

The original funds provided for the costs of establishing and implement an independent system were significantly inadequate as was the 2 year period which was provided for the transition from state agency to an independent system.

There is obvious improvement in the fall start-up process. The campuses have much better financial information than ever before. However, more training is needed to implement the new accrual accounting system. (Administrator);

- The present contracts have a number of provisions which need clarification. Faculty at Eastern Maine Technical College are professional and desire to be included in management decisions.

John Fitzsimmons appears to be very supportive about the need for participatory management in the System. Positive feelings about the System Office are offset by the current financial constraints. Morale at the college is uncertain because of the financial needs and lack of a president. There is not a lot of hope for the future. From the faculty's perspective, there is a desperate need for Part II money from the Legislature. Without this funding, substantial parts of the population in Maine will go without needed educational programming. There are waiting lists of qualified students for at least 2 programs at the college: Machine Tool and Nursing.

The selection of a new president will result in improvements for the college.

The Board of Trustees needs to have a faculty member with voting status.

The college needs a full-time Development Officer to seek alternative funding sources. Such a position could be hired at a low base salary which could be supplemented on a commission basis for additional revenues generated. (Representatives of the Faculty Association);

- Eastern Maine Technical College had a significant need for the recently completed master plan.

The residence halls are in need of significant repairs. In the past, monies budgeted for this purpose have been used for other priorities.

The Eastern Maine Technical College community includes many people who care about students and what they will be doing after graduation. (Administrator);

- Student services at Eastern Maine Technical College are retention based and are quite successful in helping to keep students in school. Student Services have been improved tremendously in the past 5 years and are providing a lot of support services for a college of this size.

Currently, student services at the college are focusing on providing more services for commuter students by first trying to ascertain what their particular needs are.

Past budget cuts have tended to focus on Student Affairs in an unfair manner. Student Affairs is an important function.

The present Student Counselor position is paid for by a portion of the student health/activity fee of \$100. This crucial position needs to be funded on a permanent basis by state money provided by the Legislature. (Administrator);

- The current Business Office suffers from inadequate space and an overburdened staff which significantly limits their ability to provide accurate information on current operating costs.

Other steps which need to be taken to improve the college's effectiveness include:

- sufficient state funding for equipment replacement;
 - the state must subsidize the costs of providing Continuing Education so as to attract high quality faculty to teach during the evening;
 - the Academic Affairs Unit needs to be reorganized to reduce the number of department chairs;
 - the overall administrative structure also needs reorganization;
 - the Math/Science Program should be able to assess lab fees; and
 - the state should not be subsidizing room and board fees. Instead these fees should be increased to cover the true cost of providing the service. (Faculty member);
- The State needs to subsidize Continuing Education to provide more instructional staff.

The college's Machine Tool Program is underutilized. With 2 additional instructors, the program could be meeting the needs of twice as many interested students. Student interest in this program is reflective of the more than 500 job openings existing right now within Maine. In recent years, the program has had a 100% placement record for its graduates.

The Business Office, Administration, and faculty offices need to be linked through a computerized network to share information. This action would increase efficiency and reduce paperwork. (Faculty Member);

- The System needs to establish a full-time Development Officer to pursue alternative funding sources which would benefit all of the campuses.

The State needs to subsidize the costs of Continuing Education.

The Audit and Program Review Committee did the right thing in recommending a phase-out of the state subsidy for room and board expenses.

The college's facilities need to be used more than 6 - 8 hours a day. Such a move requires administrative vision and entrepreneurial spirit.

The college needs more governing flexibility from the Board of Trustees which tends to serve only the System. Commissioners from the Executive Branch should not serve as members of the Board of Trustees; to do so creates a conflict of interest.

The college needs to be reorganized so as to improve responsiveness to the needs of the community. (Faculty Member);

- There is not enough money funneled to the Maine Technical College System from the Legislature. Someone needs to open their eyes to understanding exactly what it costs to provide post-secondary technical education. The provision and distribution of training equipment is very inadequate and is a farce. To be on the

cutting edge of technology, the programs within the Maine Technical College System constantly need to be retooled. (Faculty Member);

- The original plan for the Automotive facility (Penobscot Building) had room for two more instructors but these positions have never been authorized. The Automotive Program has always had a 100% placement record for its graduates. At least one more instructor is needed to provide more depth to the program.

Equipment needs in the Automotive Program are crucial. Testing equipment needs to be updated.

The air quality in the Automotive Shop is poor and needs to be a state concern; correction of this problem should be funded by the state, not by the campus. (Faculty Member);

- The Maine Technical College System is competing with the University of Maine System for similar programs and students. The Maine Technical College System should be the only institution to offer associate degree programs. There should be a move to transfer financial allocations used for 2 year programs from the University of Maine System to the Maine Technical College System.

There is a critical need for capital equipment at Eastern Maine Technical College. The planned renovation of the Diamond Building will result in a facility without necessary equipment. The Diamond Building needs to be completed in the right way - which is hardly ever done at Eastern Maine Technical College. Overall, the campus facilities are falling apart. (Faculty member);

- The post-secondary educational pie should be divided up so that the Maine Technical College System receives all funds for associate degree occupations and acts as a feeder system to the University of Maine System. In turn, the University of Maine System would receive all funds for baccalaureate degrees and above. Such an arrangement would promote efficiency for both Systems. (Faculty Member);
- Eastern Maine Technical College does a great job in graduating well-trained students.

The current computerized student information System is poorly designed and quite inadequate. It would not be appropriate for future student information automated systems to be driven by other needs for financial information or data.

There is no current plan to expand the regular academic program offered during the day. The evening courses offered through Continuing Education offer the only opportunity for growth.

The college has a need for more development efforts and should have the ability to generate up-to-date alumni lists. (Administrator);

- The college has a dire need for a Student Information System. The college's changing demographics require this degree of automation; the unique needs of a changing student body are constantly coming up. This automated System should be funded through the upcoming Part II budget. (Administrator);
- More needs to be done for students in terms of development activities, programming expansion, and reorganization of existing administrative structures. Everything at the college needs to be oriented towards student betterment. The college needs to face forward and confront its problems. (Faculty Member);
- In a way, the college faculty has presented an image to the Legislature which has hurt the ability of the college to do even better. By being successful in creating successful programs with very inadequate funds, the college has not forced the Legislature to really understand what kinds of resources are needed. The current resources cannot be stretched any further. (Faculty Member);
- Academic departments should be allowed to retain any budget savings in their area. These savings could be applied to much needed capital equipment purchases. Currently, departmental savings are transferred to campus discretionary accounts. (Faculty Member);
- Reclassification actions taken by the System

Office are not timely, and thus, are in violation of the current contract. The current classification system does not represent the needs or circumstances of the Maine Technical College System. Job classifications are outdated and there is no uniformity in the System.

Recent turnover in personnel at the college is a result of the work overload for most positions.

With regards to the Presidential search process, why is it that the Board of Trustees picks out-of-state candidates and passes over qualified in-state candidates?

There is an insufficient number of housekeeping staff and that has a negative effect on morale. The Legislature has been willing to add new facilities without providing additional resources to take care of them. Currently, there is no preventative maintenance taking place at the college. Instead, there is only a crisis reaction to problems as they occur.

The separation of the System from the state was the best thing that could have happened. There has been a recent change in attitude from the System Office. The System Office is much more responsive than in the past. (Bargaining Unit Representative);

- There is a disparity in faculty work loads between campuses and this needs to be addressed in the classification system. New faculty members are assigned to classification levels in an arbitrary fashion. Also, there are significant disagreements in the interpretation of faculty contract language.

The use of adjunct faculty in the effort to expand academic programming raises serious questions about such issues as quality of instruction and compensation.

The handling of the recent budgetary crisis in the Legislature was demoralizing to the Maine Technical College System. The proposed cuts, though not followed through on, were disproportionate and bewildering.

The faculty at Eastern Maine Technical College have a consistent interest in playing a meaningful role in governance issues and would like to find a way to have this happen more often without pre-empting management's prerogative.

The constant maintenance problems in the residence halls are demoralizing to students.

The college is a good place to work. In general, the administration is reasonable in its expectations. There is good communication and responsiveness. (Bargaining Unit Representative);

- There is also a disparity in classifications used for administrative positions across the System. The appeals process is not being followed in accordance with the contract. The results of the Palmer Associates Study were never shared; although the study was well intentioned. The collective bargaining process is working but needs to work better. There is a need for a more effective System Office to administer collective bargaining process.

Faculty who teach in the Continuing Education Program need to be paid much more. Interested full time faculty need to be given blocks of time to teach Continuing Education Courses.

Because of contract limitations, it is sometimes difficult to use existing faculty expertise to meet the needs of industry.

During the recent budget crisis, it was demoralizing for the 22 individuals who were informed in a group setting that their jobs were to be eliminated. This was not the right way to handle the situation.

The college has been very successful in fulfilling its mission. (Bargaining Unit Representative); and

- Campus budgets do provide a percentage (12 - 14% at EMTC) for equipment replacement. However, most recently, last year's budget cuts reduced the college's budget for equipment replacement

to \$80,000. If the budgetary situation were to stabilize, the college would eventually be able to get back on track in terms of equipment purchasing.

There is an essential need for an expanded Learning Assistance Program. About one half of the student body needs some sort of learning assistance. Eastern Maine Technical College lost one Learning Assistance position when federal Perkins money ran out. In the past, the Learning Assistance program has always relied on Perkins funds but now needs more stable funding. A significant number of current students will fail because of the diminished Learning Assistance Program. The Board of Trustees has not considered Learning Assistance functions to be a top priority. (Administrator).



KENNEBEC VALLEY TECHNICAL COLLEGE

PURPOSE

Kennebec Valley Technical College has a basic mission to provide post-secondary technical education programs for students. As a result of this education, Kennebec Valley Technical College graduates will be prepared for employment and further career advancement. Kennebec Valley Technical College also strives to meet the needs of the community and local business and industry through specialized training courses offered through the college's Continuing Education Program.

HISTORY

Kennebec Valley Technical College was the last of the 6 campuses within the Maine Technical College System to be established. Kennebec Valley Technical College was first organized in 1970 as the Kennebec Valley Vocational-Technical Institute and operated out of the facilities of the Waterville Regional Vocational Center. At that time, the college's programming focused on short-term intensive courses and experimental courses. In 1978, the college moved to the Gilman Street Junior High School in Waterville.

Until 1979, the college was administered under the aegis of the City of Waterville. During that time, state money was filtered through the City of Waterville to provide for a significant part of the college's operational costs. Technically, employees of the college at that time were employees of the City of Waterville. In July of 1979, the college was established as a part of the Department of Education and Cultural Services. This organizational move established the college in a manner that was consistent with the other 5 campuses which were already a part of Department of Educational and Cultural Services.

In 1983, the college acquired a 60 acre campus in Fairfield and began to transfer its operations to that location.

In 1986, the college was included as a part of the reorganized and newly independent Maine Vocational-Technical Institute System. Finally, to more accurately reflect its status of a 2-year institution of higher education, in 1989, the college was renamed as Kennebec Valley Technical College.

PHYSICAL PLANT

Kennebec Valley Technical College has 3 primary facilities on its 60 acre campus:

- Administration Building - this building was originally built as a private company's facility and has been remodeled to include:
 - Administrative Office space for the President; Deans of Continuing Education, Academic Affairs, and Student Affairs; Apprenticeship Training; the Emergency Medical Services Academy, and the Kennebec Valley Emergency Medical Services Council;
 - Lab facilities for Electrical, Electronics, Carpentry, Welding, Physics, and Heavy Equipment; and
 - Space for the day care facility;
- Renovated Storage facility - this building houses the snack bar and the bookstore and continues to provide a limited amount of storage space; and
- King Hall - this modern (1986) facility houses a multi-purpose campus center room, the library, student lounge, resource center, faculty offices, and 22 classrooms of various sizes.

The 1989 Bond issue provided funding for the following projects at Kennebec Valley Technical College:

1. Parking Lot Extension.	\$ 15,000
2. Construction of overhead storage space in Electronics Shop.	15,000
3. Renovation of Bookstore.	16,000
4. Expansion of Child Care Center.	50,000
5. Construction of Classroom/Conference Facility.	<u>3,200,000</u>
Total	\$3,296,000

According to a recent report issued by the System Office, as of February 1, 1991, parts of the bookstore and storage space projects have been completed, as well as some planning costs for the classroom/conference facility at a total cost of \$44,727.70.

ORGANIZATION, STAFFING, AND SALARIES

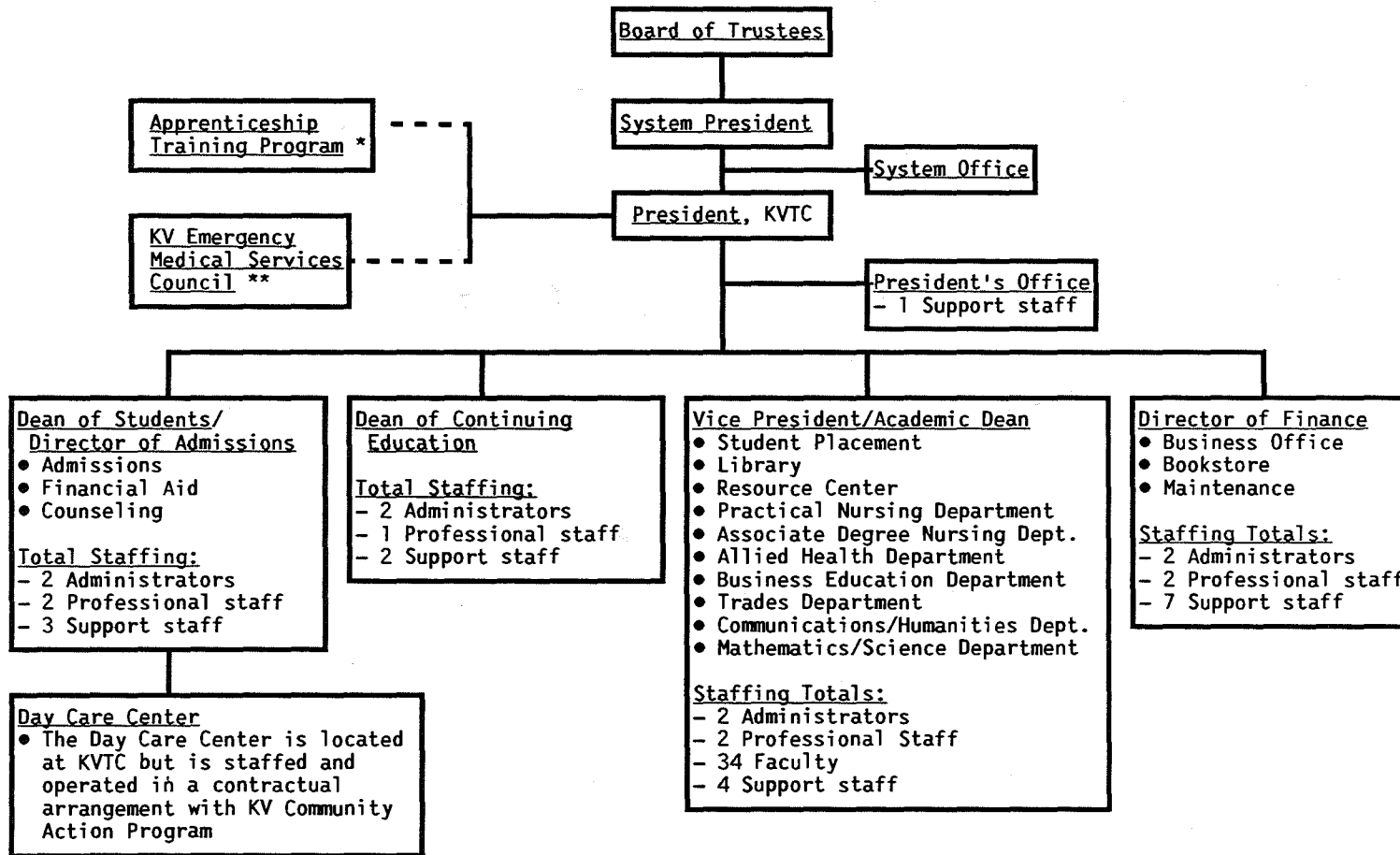
Kennebec Valley Technical College makes use of a fairly traditional organizational model which breaks out Academic Affairs, Continuing Education, Student Affairs, and Finance as major organizational units. The organizational structure is depicted in Diagram 9 and is described below:

- President - The President functions as chief executive officer for the college and reports directly to the System President. The current President, Ms. Barbara Woodlee, was appointed to that position in September of 1984. At the present time the President has the services of one support staff position.

Like several of the other campuses, Kennebec Valley Technical College houses a number of organizations which are complimentary to the College's overall mission but are not a formal part of the college. These organizations are shown on Diagram 8 as reporting directly to the President; however this representation is simply intended to show their existing affiliation with the college:

- Apprenticeship Training Program - This program is administered by, and is a part of, the System Office. The Apprenticeship Training Program merely uses office space at Kennebec Valley Technical College; and
- Kennebec Valley Emergency Medical Services Council - This organization is separate from the college but leases office space in the Administration Building. Because of the Emergency Medical Technology Program offered at the college, the location of the Council at the college allows for a coordination of services and provides practical experience opportunities for the program;

DIAGRAM 9
MAINE TECHNICAL COLLEGE SYSTEM:
KENNEBEC VALLEY TECHNICAL COLLEGE
ORGANIZATION AND STAFFING



* This program is administered through the System Office but is housed at the KVTC facility.

** This organization is not a formal part of the College but is housed at the KVTC facility.

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- Vice President/Academic Dean - This position functions as the chief academic officer for the college and reports directly to the President. In addition, this position functions in a vice presidential capacity, or second in command, when the President is absent from the campus for any significant length of time. The current Vice President/Academic Dean is Dr. Rodney Redding. The vice president has the services of 3 support staff for the overall clerical needs of academic affairs.

As shown by Diagram 9, academic affairs at Kennebec Valley Technical College includes the following functions and academic departments:

- Student Placement - staffed by one position;
- Library - staffed by 2 positions;
- Resource Center - staffed by 2 positions;
- Practical Nursing Department - staffed by a total of 5 instructors;
- Associate Degree Nursing Department - staffed by a total of 5 instructors;
- Allied Health Department - this academic department includes programs in Medical and Dental Assistants, Emergency Medical Services, Respiratory Therapy, and Physical Therapy. This department is staffed by a total of 5 instructors;
- Business Education Department - this academic department includes programs in Business Administration, Automated Office Technology, and Microcomputer Business Systems. This department is staffed by a total of 7 instructors;
- Trades Department - This academic department includes programs in Electrical, Electronics, Building Construction, and Lineworker Technology. This department is staffed by a total of 5 instructors;

- Communications/Humanities Department - This academic department includes programs or course work in English, Social Sciences, Developmental Studies, and Educational Technology. This department is staffed by a total of 6 instructors; and

- Mathematics/Science Department - This academic department provides course work in Mathematics and Science. This department is staffed by a total of 2 instructors;

- Dean of Continuing Education - This position functions as the chief executive officer for all programming offered through Continuing Education. At Kennebec Valley Technical College, Continuing Education has responsibility for credit and non-credit academic courses offered at times other than the regular day programs. In addition, Continuing Education at the college is responsible for offering specialized training courses needed by local business and industry.

The current Dean of Continuing Education at Kennebec Valley Technical College is Mr. Douglas McGowan. Continuing Education is staffed by 2 additional professional positions and 2 support staff positions with numerous part-time course instructors;

- Dean of Students - This position, which also has the dual title of Director of Admissions, is responsible for student services at Kennebec Valley Technical College. Student services at the college include admissions, financial aid, counseling, and administration of the student work study program.

The current Dean of Students, Mr. Eric Hasenfus, is assisted by a total of 3 professional staff and 3 support staff positions.

In addition, the function of Student Services at Kennebec Valley Technical College includes the operation of the Day Care Center. The Day Care Center at Kennebec Valley Technical College is located in the Administration Building and is operated on a contractual basis with the Kennebec Valley Community Action Program. The

current program has 15 full time slots which are filled. The program employs 2 staff who are employees of Kennebec Valley Community Action Program.

The Committee found that \$50,000 has been budgeted from the proceeds of the 1989 Bond issue to expand the current day care facility to be able to handle a total of 34 slots. It is planned that the Day Care Center will be located in the new Administration Building which will be built in 1991;

- Director of Finance - This position functions as the chief financial officer for the college and is responsible for all financial operations. This position is also responsible for the following:

- plant operations - oversees the maintenance and repair of the college's physical plant;

- administrator for the Computer Applications Learning Center - administers the Computer Applications Learning Center which is operated jointly by Kennebec Valley Technical College and Computer Productivity, Inc. and provides needed computer training for local business and industry;

- personnel administrator - administers the personnel process for most of the college; and

- grants administration - functions informally as a coordinator for the various grants applied for, and received by, the college.

The present Director of Finance is Mr. John Delile. Mr. Delile is responsible for managing a total of 11 professional and support staff positions.

A complete salary analysis for Kennebec Valley Technical College employees is included as Appendix 5. These analyses include employee's names, position titles, sex, age, years of service, and annual salary. The analyses rank order salaries

within employment categories to assess the effect of gender and age on salaries.

For comparative purposes, FY 91 salaries for top level administrative positions at Kennebec Valley Technical College have been aligned with FY 90 salaries for similar positions at comparably sized public institutions of higher education:

<u>Position</u>	<u>FY 91 Salary</u>	<u>Median FY 90 Salary (National)</u>
• President	\$61,775	\$66,092
• Vice President/ Academic Dean	49,195	60,166
• Dean of Students	41,988	44,201
• Dean of Continuing Education	48,453	38,069
• Director of Finance	40,513	46,000

Full time faculty salaries at Kennebec Valley Technical College have the following ranges:

- Low of \$24,425;
- Median of \$32,136; and
- High of \$41,728.

ACADEMIC PROGRAM OFFERINGS

At the present time, Kennebec Valley Technical College offers the following associate degree programs:

- Nursing;
- Automated Office Technology;
- Business Administration;
- Emergency Medical Technology; and
- Industrial Electrical/Electronic Technology.

Kennebec Valley Technical College also offers the following diploma programs:

- Emergency Medical Technology;
- Electrical Construction Technology;
- Lineworker Technology;
- Practical Nursing;

- Respiratory Therapy Technician;
- Building Construction Technology;
- Medical Assistant; and
- Dental Assistant.

Kennebec Valley Technical College does not currently offer any certificate programs.

Starting in the fall of 1991, Kennebec Valley Technical College will have 2 additional associate degree programs:

- Education Technician; and
- Physical Therapist Assistant.

Kennebec Valley Technical College offers these academic programs through the regular day schedule and through the courses provided by Continuing Education. Most of the Kennebec Valley Technical College courses are offered on the campus. A number of courses are also offered through adult education programs throughout the region. In addition, Kennebec Valley Technical College arranges to offer certain courses at local businesses and industries.

FINANCIAL DATA

Recent unrestricted expenditures for Kennebec Valley Technical College are as follows:

<u>Expenditures</u>		
<u>Category</u>	<u>FY 89 (%)</u>	<u>FY 90 (%)</u>
Instruction	\$1,429,303 (56%)	\$1,756,644 (54%)
Public Service	0 (0)	0 (0)
Academic Support	373,692 (15%)	307,353 (10%)
Student Services	209,355 (8%)	232,706 (7%)
Institutional Support	425,067 (17%)	480,817 (15%)
Operational & Maintenance	113,977 (4%)	240,183 (7%)
Scholarships	9,915 (.03%)	18,157 (1%)
Auxiliary Enterprise	6,547 (.02%)	198,853 (6%)
	<u>\$2,567,856</u>	<u>\$3,234,713</u>

Kennebec Valley Technical College has the following budgets for FY 91 (approved) and FY 92-93 (requested):

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>
Personal Services	\$2,352,141	\$2,460,672	\$2,561,205
All Other	369,679	442,769	568,962
Capital	<u>90,916</u>	<u>155,000</u>	<u>170,000</u>

Total Expenses	\$2,812,736	\$3,058,441	\$3,300,167
Revenues	\$532,574	\$502,920	\$518,200
Appropriation Request	\$2,280,162	\$2,555,521	\$2,781,967

In addition, Kennebec Valley Technical College is making the following Part II requests for new and expanded programs for FY 92-93:

<u>Priorities</u>	<u>FY 92</u>	<u>FY 93</u>
1. Replace Perkins funds for Project PASS.	\$90,300	\$96,600
2. Expand maintenance staff to provide coverage for evening course offerings.	0	63,400
3. Hire Part-time English Instructor.	22,197	23,963
4. Create new Physical Therapy Assistant Program.	69,100	51,400
5. Expand Associate Degree Nursing Program.	38,299	40,800
6. Provide academic clerical support.	26,285	27,147
7. Purchase capital equipment needed to meet accreditation requirement.	<u>42,000</u>	<u>35,440</u>
TOTAL	\$288,181	\$338,750

ENROLLMENT TRENDS

The following figures represent recent enrollment trends at Kennebec Valley Technical College:

	<u>Fall 87</u>	<u>Fall 88</u>	<u>Fall 89</u>	<u>Fall 90</u>
Full time students	293	279	302	309
Part time students	<u>562</u>	<u>698</u>	<u>706</u>	<u>827</u>
TOTAL	855	977	1008	1136

In addition, to assess the extent to which sex equity issues have been addressed through enrollments by gender the following data has been included:

**Full-Time/Part-time Matriculated Student Enrollment
1990/1991**

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
Associate Degree Nursing	7 (10%)	64 (90%)	71
Business Administration	64 (31%)	145 (69%)	209
Medical/Dental Assisting	0 (0%)	24 (100%)	24
Education Technician	0 (0%)	12 (100%)	12
Electrical Construction Technology	31 (94%)	2 (6%)	33
Industrial Electrical/ Electronics Technology	104 (94%)	7 (6%)	111
Emergency Medical Services	10 (63%)	6 (37%)	16
Practical Nursing	1 (2%)	45 (98%)	46
Respiratory Therapy Technician	6 (38%)	10 (62%)	16
Building Construction Technology	14 (100%)	0 (0%)	14
Secretarial Science	0 (0%)	52 (100%)	52
Lineworker Technology	<u>15</u> (94%)	<u>1</u> (6%)	<u>16</u>
Totals	252 (41%)	368 (59%)	620

For comparative purposes, these figures have been included with data from the other 5 colleges as Appendix 6.

RESULTS OF CAMPUS VISIT AND INTERVIEWS

On behalf of the Committee, staff visited Kennebec Valley Technical College from September 27 - 28, 1990. Committee staff was joined at various points during the 2 day visit by the following legislators:

-
- Senator Beverly Bustin, Chair; and
 - Representative Jean Dellert.

The following interviews and meetings were conducted during the 2 day visit:

- Ms. Barbara Woodlee, President;
- Dr. Rodney Redding, Vice President/Academic Dean;
- Meeting with student leaders;
- Open meeting with students;
- Meeting with General Advisory Council;
- Meetings with representatives from each collective bargaining unit;
- Open meeting with faculty;
- Mr. John Delile, Director of Finance;
- Mr. James Rowe, President, Faculty Association;
- Open meeting for staff;
- Mr. Eric Hasenfus, Dean of Students;
- Mr. Bruce Davis, Assistant Dean of Continuing Education (in place of Mr. Douglas McGowan, Dean of Continuing Education, who was not able to be present); and
- Meeting with Alumni Association Executive Committee.

The following comments were made to committee staff during the 2 day visit. To ensure confidentiality, comments are attributed by classification, such as "faculty":

- Kennebec Valley Technical College is in the process of applying for a sizeable (\$200,000 - 500,000) Title III federal grant. Although a final decision as to the project to be applied for has yet to be made, it is likely to be either a proposed marketing/development office operation; a computerized infrastructure for the entire college; or a more sophisticated learning center for use by students with developmental disabilities.

Kennebec Valley Technical College has had a very positive experience with the financial services and procedures provided by the System Office. In particular, the training provided by the System Office has been valuable and effective.

It is anticipated that the Bookstore will generate about \$5,000 in profits for the current year. The College intends to use this money for needed equipment purchases (Administrator);

- The administrator's bargaining unit is quite happy. There have been no significant personnel problems and no grievances in the past year or so. The only concern within this unit is the need for salaries which are equal to those paid to faculty (Collective Bargaining Unit Representative);
- Continuing Education at the college provides flexibility to allow scheduling at all hours to meet the technical academic needs of the greater community. As a result, people in the community are involved with and interested in the college's academic offerings. The regular day-time academic program and Continuing Education at the college have grown together. Continuing Education often benefits the regular academic program by offering experimental programs which, if successful, are established by the regular day-time program. The new Lineworker Technology Program is an example of an academic program that was started in this fashion (Administrator);
- The recent name-change to identify the institution as a 2 year technical college was very appropriate. The change has significantly helped marketing efforts to increase enrollment (Administrator);
- Speaking from a unique perspective as a former student, the College is a neat place to be - either as a student or an employee. It is not a typical work-place in that there are a variety of tasks which need to be accomplished; these tasks have value to both the individual and the college.

Parking at the college is a nightmare; the lot used for overflow parking is unpaved and inadequate. The parking problem should be solved before any more buildings constructed.

The demands of this individual's position in

student services should result in the position becoming full time. Students are in real need of the services provided; the current staff is significantly overloaded. Each employee at the college really has about five different job descriptions and must be able to do a variety of duties outside those of the position for which they were hired (Professional Staff);

- The college is a good place to work; this perspective is shared by all of the employees.

The needs of students for student services is acute and on-going. This individual agrees that the actual work of her position (and everyone else's) is much more than stated in the job description (Support Staff);

- The college does not have enough resources or facilities. Student services is funded with "soft" federal money (Professional Staff);
- More money should be spent on the colleges within the System, and less on the System Office (Support Staff);
- There are no complaints about working conditions at the college (Consensus of Staff meeting);
- From the perspective of this particular collective bargaining unit, the past several years have been a positive experience with the administration. There have been 2 grievances, both of which went to arbitration.

The college needs better more distinct collective bargaining units; the current ones are merged together. As a result, the different professions cannot effectively speak on their own behalf (Collective Bargaining Unit Representative);

- This year, for the first time, all academic course offerings must be approved by the Academic Dean. This policy includes any credit course being offered through Continuing Education.

Continuing Education was responsible for the initial success of Kennebec Valley Technical College. Prior to 1983, Kennebec Valley

Technical College did not have the authority to issue associate degrees. Instead CED courses and diploma programs were developed.

As the years have gone by, the day-time programs have been established and gained prominence within the college (Administrator);

- The college has been successful in doubling enrollment over the past 10 years while preserving a high level of quality. The college has also benefitted from achieving a remarkable balance between the needs of students and those of the community. Recent program expansions have benefitted both large and small area employers. The college is very responsive to the needs of the community. The staff and the advisory committee are quite dedicated to the college (Member of the Advisory Committee);
- The college has been of tremendous value to this individual's company. Programming offered by Kennebec Valley Technical College has contributed greatly to the increase in the number of employees at this particular company. This company will continue to send its employees to Kennebec Valley Technical College.

The college is unique among technical colleges because of the high quality of the present administration. This quality is reflected in the interest taken by the administration in all aspects of college life.

Comments about the college from area students are always positive. The community has a lot of pride in the college. The benefits from the college to the community are unbelievable. The faculty are of the highest quality. Teamwork between the college and the community has been essential.

More financial support for the college is needed (Member of the Advisory Committee);

- This individual has experience both as a former student and as an area professional. The college is always available to assist companies in need. As an example, the New Balance Athletic Shoe Company had new training needs for

an expanded facility and Kennebec Valley Technical College was able to respond to those needs promptly. In addition, the training available through the college has helped to attract industry to the area (Member of the Advisory Committee);

- As an administrator at a local area hospital, this individual has found that graduates of this college are well prepared and ready to work; the same cannot be said for other area institutions. The job placement rate for Kennebec Valley Technical College graduates is amazing; with one or two exceptions, all recent graduates have been employed.

The college is very responsive to the training needs of the area and this results in appropriate, well-paying positions.

From conversations that this individual has had with his colleagues across the state, the cooperation between Kennebec Valley Technical College and the private sector surpasses that of the other technical colleges. The existing cooperation between the college and community based organizations is crucial. The nursing shortage for the area would be acute without Kennebec Valley Technical College. The college lends a lot of stability to the economic health of the area. The college's Respiratory Therapy Program was rated by the national accreditation team as one of the top ten programs in the country.

The leadership provided by President Woodlee is effective but not flamboyant (Member of Advisory Committee);

- The area economy is dependent on Kennebec Valley Technical College. The college will work with any student for employment training purposes (Member of Advisory Committee);
- This individual's daughter is a Kennebec Valley Technical College student; her attitude is great and she loves the program.

This individual's company relies on the college to keep employee skills current. As a result,

employees are able to move up the career ladder and benefit from significant salary increases (Member of Advisory Committee);

- This local employer has never met anyone from the college's Secretarial Science Program without a positive attitude. Also, this individual's participation in the college has been stimulated by the positive experience of serving on the Advisory Committee (Member of Advisory Committee);
- From the collective bargaining perspective of faculty, there have been few problems at Kennebec Valley Technical College in recent years. Only 2 grievances have been filed and these have been resolved on campus.

Collective bargaining issues for the upcoming contract include:

- working hours;
 - initial placement of faculty on the pay scale;
 - union involvement on an informational basis in the selection of faculty;
 - compensation for independent study offered by faculty members; and
 - compensation for advanced degrees held by faculty members (Collective Bargaining Unit Representative);
- From a faculty perspective, many of the services provided by the System Office could be better handled by state government. As examples, the System's plan to hire a full-time attorney, the revamped financial and system procedures, and the many consultant fees paid by the System are all services which are readily available from State Government.

Although this individual had originally supported the establishment of the System Office, there has not been an improvement in services but rather just another layer of bureaucracy.

It has been a disappointment not to see the System Office be more responsive. Additional costs have not resulted in improvements. The finance functions could either be returned to the campuses or to the State.

However, these perceptions are based on the very first few years of the System Office's existence - John Fitzsimmons' leadership is seen as a hopeful sign.

Also, the increasing use of part-time faculty at Kennebec Valley Technical College is an issue of concern. Part-time faculty does not offer the same connections or quality as full-time faculty (Faculty);

- There is a positive feeling at Kennebec Valley Technical College and a good connection between faculty and administration (Faculty);
- Many at Kennebec Valley Technical College wish that the Legislature would fund the System's Part II budget requests (Faculty);
- The college is to be commended for its vision. Three new academic programs (Education Technician, Physical Therapy Assistants, and Associate Nursing) have been funded through grants awarded to the college (Faculty);
- Faculty at the college have a direct input in departmental budgets and have quite a bit of leeway in their determination (Faculty);
- There has been positive change in the System. This change has come from both System President Fitzsimmons and the Board of Trustees (Faculty);
- The college needs to be commended for its continuing efforts in the accreditation process (Faculty);
- There are occasional disparities between the regular academic program and Continuing Education. Lately, there has been more communication between the two programs, and there has been more cooperation in working towards uniform academic quality. The college

has become more integrated and there are not 2 different campuses - one during the day and one at night (Faculty);

- There is a good and positive relationship between faculty and administration at the college. Faculty members can speak out (Faculty);
- The college is unique in that it is the only college in the System without residential facilities. Residential facilities are in the long range plans for the college; the demand is there. There are several consequences of not having residence halls; the college tends to have older students and the services needed by students, such as day care, are more specialized.

The college has worked to strengthen nontraditional roles for students by developing brochures that emphasize non-traditional roles; by sending either males or females to publicize a program and to illustrate the non-traditional possibilities of the program; by encouraging faculty concern and involvement in non-traditional programs; and by working to improve the retention of students currently enrolled in non-traditional programs (Administrator);

- There is a need for a paralegal program at the college. Thomas College offers such a program.

The college has a non-traditional, older student body which tends to commute a long way. The college has an excellent faculty which is supportive to students and treats them as friends.

The public assistance programs offered through the college are helpful. Tuition rates help to improve access for all types of people.

Peer tutoring at the college is very helpful. Also, word-of-mouth communication about the college in the community is beneficial. Student pride in the college helps with the image of the college held by the community; respect is being built.

Small classrooms are often overcrowded with 30-40 students in one class. Currently, the college has waiting lists for the upcoming semester and because the college is so crowded, not many new students will be admitted in January.

Also, students at Kennebec Valley Technical College have a positive identity and this is very different than for students at Thomas College (Student Leader);

- The recent name change which occurred for Kennebec Valley Technical College has helped to develop a real college environment. More activities outside of the academic program are needed. The existing activities have not been well promoted.

The System is the best kept secret in Maine public education. Quality education is being offered at Kennebec Valley Technical College.

Students can always receive help from all quarters at the college. Also, students find the free tutoring to be very helpful.

Recent growth at the college is outstripping the college's resources and facilities. Parking at the college is a major problem (Student Leader);

- The college faculty and staff are very helpful to the success of students and this results in increased retention. The faculty and staff are understanding and responsive.

Enrollment at the college is increasing. There are waiting lists for admissions because students from other area colleges want to transfer. 80% of the programs at the college are filled before the school year starts (Student Leader);

- The college's Day Care Center is very helpful. The faculty are responsive to students. Students at the college are very helpful with each other. The deferred tuition option is helpful to students (Student Leader);
- Current waiting lists are generated by students

who are participants in a variety of DHS programs such as JTPA, ASPIRE, AFDC recipients, recipients of medicare and food stamps, and the Apprenticeship Retraining Program.

The college staff is very helpful and student questions are always answered. The recent budget cuts are detrimental to post-secondary technical education. Certain course requirements do not seem to make sense for different academic programs (Student Leader);

- The waiting list exists because of a lack of operating funds and facilities. There is a lack of space at the college, programs are not properly funded, and most programs have inadequate and outdated training equipment. The addition of new academic programs sometimes results in funding cuts for older programs. Good faculty members are being lost because of overwhelming course loads.

The college's use of part-time faculty to solve some of these problems results in a drop in quality; educational institutions in the state are getting deprived. Maine is way behind in education. Much of what is being taught is already obsolete. The state's future lies in education.

The college's facility needs are immediate; not long term (Student Leader);

- Parking at the college is atrocious. There are not enough spaces; students have to come very early to get a space. Last winter there were 3 vehicle accidents with several student injuries as a result of parking in an unpaved field used as an overflow parking lot (Student Leaders);
- For many students, the course loads are quite demanding. Sometimes too much material is compressed into a particular course (Student Leader);
- With reference to the preceding comments, a reduction in the number of electives would help. Sometimes teachers forget about the demanding outside lives that many students live (Student Leader);

-
- Why not have program meetings for evaluation instead of asking students to fill out written course evaluation forms? Student participation is likely to increase through the use of evaluation meetings (Student Leader);
 - The Alumni Association has plans to sponsor forums. Once a year a particular trade would make a presentation regarding state-of-the-art practice or technology. It is hoped that this trade forum would have several effects: First, it would be an impetus to learning cycles; second, it would stimulate interest; third, it would represent a cohesive effort between students, faculty, and alumni; fourth, it would help to update all interested parties about the relevant technology; and fifth, it would serve as a possible means of raising funds for expanded programming efforts. The Alumni Association hopes to hold the first of these events this spring.

In addition, the Alumni Association is striving for high visibility; there is a need to educate students about the Association's existence while they are still in school (A Member of the Executive Council, Alumni Association).

NORTHERN MAINE TECHNICAL COLLEGE

PURPOSE

Northern Maine Technical College is the northern most campus of the Maine Technical College System. In that capacity, Northern Maine Technical College is responsible for helping to create an appropriately educated workforce which can respond in a flexible manner to the economic needs of the northern Maine region and for the State as a whole. In addition, Northern Maine Technical College has the responsibility of promoting economic development for both the region and the state. Finally, Northern Maine Technical College provides specialized training to help attract business and industry to northern Maine and to encourage the expansion of business and industry currently located in northern Maine.

Northern Maine Technical College attempts to fulfill these responsibilities by providing necessary educational services through the use of different degree, certificate, and diploma programs. Northern Maine Technical College also tries to meet the specific economic and development needs of the northern Maine region through the provision of training which is specifically tailored to the needs of local business and industry.

HISTORY

Northern Maine Technical College was the second of the 6 campuses in the Maine Technical College System to be established. First known as "Northeastern Maine Vocational Technical Institute", Northern Maine Technical College was authorized by legislative act in 1961, and was included within the Department of Education. The college opened in 1963 and was located at a former Air Force base facility. During its first year, the campus offered 4 academic programs to an initial enrollment of 78 students.

In 1965, the college was renamed as "Northern Maine Vocational-Technical Institute" to more properly reflect the region served and the college's basic mission.

In 1986, the college was included as one of the six campuses in the newly established Maine Vocational-Technical Institute System. Most recently, in 1989, the institution received its present name as Northern Maine Technical College.

PHYSICAL PLANT

Northern Maine Technical College is located on a 87 acre campus which is situated on the former Presque Isle Air Force Base. At first, Northern Maine Technical College made exclusive use of several old Air Force buildings. Gradually, the college has constructed 11 permanent facilities specifically designed for use by the college. Most recently, a large multi-purpose building was completed in 1987.

The 1989 Bond Issue included the following capital improvement projects for Northern Maine Technical College:

<u>Project</u>	<u>Budget</u>
1. Site Development	\$ 170,000
2. Demolition of Electronics Building	\$ 48,100
3. Demolition of Laundry Building	\$ 51,000
4. Landscaping after foundation removal	\$ 15,000
5. Roof replacement; Andrews Hall	\$ 300,000
6. Construction of Administration Building	\$2,000,000
7. Construction of Dormitory Apartment Building	<u>\$1,400,000</u>
Total	\$3,984,000

According to a recent report issued by the System Office, as of February 1, 1991, \$115,462.74 has been spent on the demolition projects and facility planning.

ORGANIZATION, STAFFING, AND SALARIES

As shown in Diagram 10, Northern Maine Technical College has a relatively straight-forward organizational structure which identifies Academic Affairs, Student Services, and Finance as the

major organizational components. Each of these units report directly to the President. The overall organizational structure is briefly described as follows:

- President - reports directly to the System President and is the chief executive officer for the college. The current President of Northern Maine Technical College is Dr. Durward R. Huffman who was appointed by the Board in September of 1987.

At the present time, the President has 1 support staff. In addition, the Resource Development Officer reports directly to the President.

- Vice President/Academic Dean - Functions as the chief academic officer who reports directly to the President. The current Vice President, Roger Eckhardt, has one support staff and oversees a wide variety of organizational functions which include:

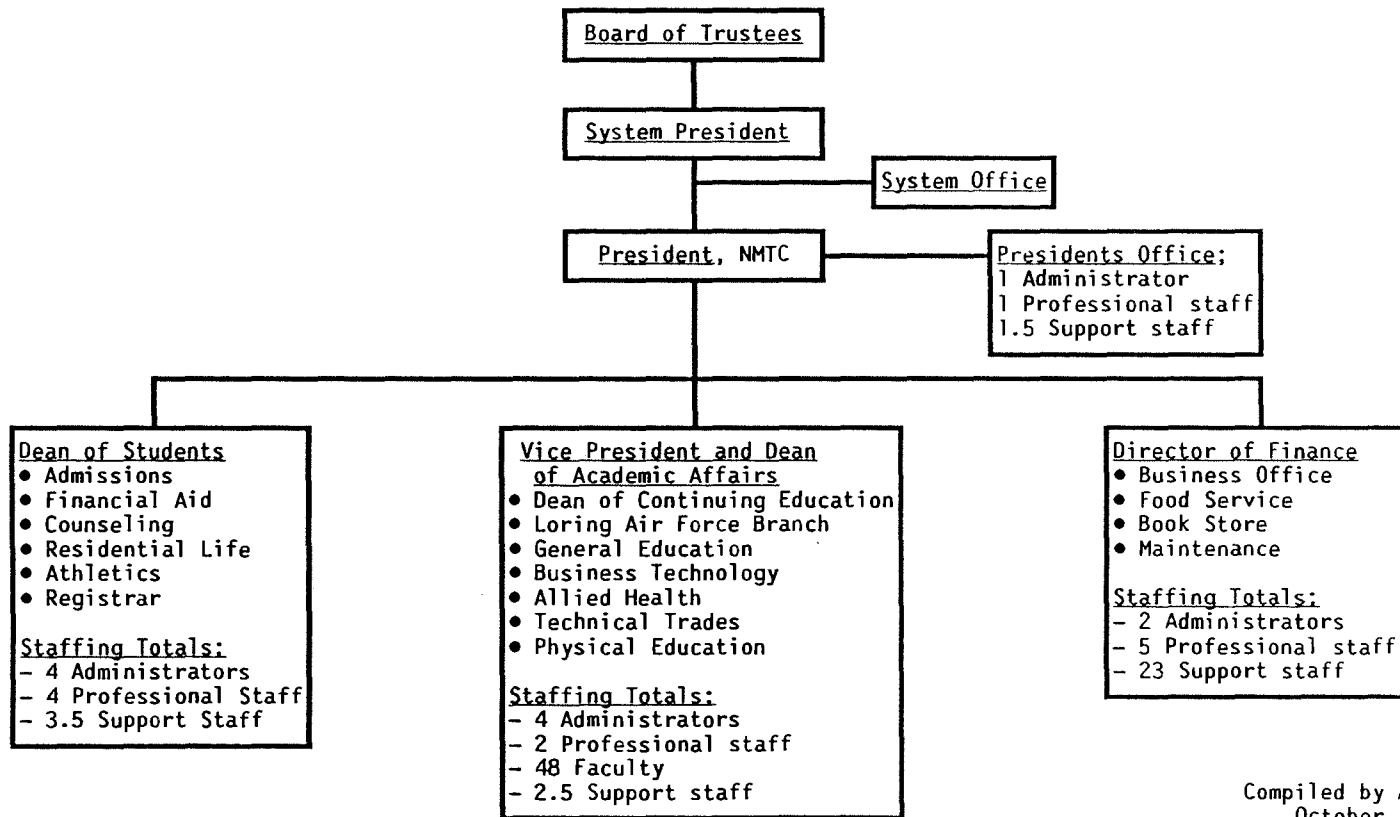
- Articulation Facilitator - develops various articulation agreements between Northern Maine Technical College and other academic institutions;

- Adult Education Coordinator - works on scheduling and administering of various credit courses offered at night and off-campus as well as other duties as assigned;

- Dean of Continuing Education - develops, schedules, and administers special training non-credit courses needed by business and industry. Also oversees facility utilization, Apprenticeship Training, and works on special projects as assigned by the Vice President. This position has the services of one support staff;

- Assistant Dean/Continuing Education - administers satellite program at Loring Air Force Base. This program is staffed by a total of 2.5 positions;

DIAGRAM 10
MAINE TECHNICAL COLLEGE SYSTEM
NORTHERN MAINE TECHNICAL COLLEGE
Organization and Staffing



Compiled by Audit Staff
 October 1990

- General Education Department - this academic unit includes the Library, English, Science, Psychology and Developmental Learning. This department is staffed by a total of 10 positions, 9 of which are instructors;

- Business Technology Department - this academic unit includes programs in Cooperative Education, Accounting, Business Administration, Computer Information Systems, Secretarial Science, and Office Systems Technology. This department is staffed by a total of 10 instructors;

- Allied Health Department - this academic unit includes programs in Practical Nursing and Associate Degree Nursing. This department is staffed by a total of 12 instructors;

- Technical Trades - this academic unit includes programs in Related Drafting, Automotive Technology, Diesel Hydraulic Technology, Automotive Body Technology, Welding, Drafting Technology, Carpentry, Sheet Metal Technology, Masonry, Plumbing and Heating, Computer Electronics, Industrial Electronics, Electrical Construction, and Occupational Safety. This department is staffed by a total of 15 instructors;

- Physical Education - this department is staffed by one instructor;

- Dean of Students - Functions as the head of student services. This position reports directly to the President. The current Dean of Students, Timothy Crowley, has the services of 2.5 support staff positions and is responsible for the following positions and activities:

- Associate Dean of Students - oversees and administers programs in financial aid, admissions, health services, discipline, alumni affairs, and residential life;

- Assistant Dean of Students - functions as admissions counselor and has responsibilities for placement, counseling/testing, and the Student Senate;

-
- Assistant Director of Residential Life - administers and oversees the day-to-day operations of residential life at Northern Maine Technical College;
 - Assistant Student Records Clerk - functions as registrar for the college dealing with registration, student records, class lists, grades, and transcripts;
 - Success Counselor - provides counseling for students for academic and career issues. Also provides support services for disadvantaged students;
 - Career Counselor - provides career counseling for students';
 - Counselor; special services students - provides counseling for students requiring special services; and
 - Director of Athletics - coordinates and administers intercollegiate and intramural athletic programs. This position also functions as the Physical Education Instructor;

In addition, Northern Maine Technical College has a contractual arrangement with the Aroostook County Action Program to have a day care program at the college. Northern Maine Technical College leases a campus facility at no cost to the day care program. In exchange, the day care program reserves 24 slots for the children of Northern Maine Technical College students. The Northern Maine Technical College students do not pay for this day care service.

- Director of Finance - functions as the chief financial officer for the college. The current Director, Mr. Gerald Donovan, reports directly to the President. The Director of Finance has the services of 2 support staff positions and oversees the following functions:
 - Business Office - this unit has responsibility for the budget, accounts receivable and payable, payroll, insurance,

and receiving. The Business Office is staffed by a total of 7 positions;

- Purchasing - this unit is responsible for the purchase of textbooks, equipment, and supplies. Purchasing is staffed by a total of one position;

- Computer Systems - this unit is responsible for the automated operation used for receivables, programming used by the college's multi-computer systems, and the implementation of computer software and hardware used by the college. This unit is staffed by a total of 2 positions;

- Maintenance - this unit is responsible for providing all maintenance and custodial services needed by the college. This unit is staffed by a total of 14 positions;

- Food Service - food service at Northern Maine Technical College is provided in a unique administrative fashion. The college has contracted with a private company to provide food services but also employs 5 positions that were grandfathered in when the college decided to go to a private contractor; and

- Bookstore - this unit is responsible for administering the bookstore used by students at Northern Maine Technical College. This unit is staffed by 1 position.

A complete salary analysis for Northern Maine Technical College is included as Appendix 5. These analyses include employee names, position titles, sex, age, years of service, and annual salary. The analyses rank order salaries by employee category to assess the impact of age and gender on salaries.

For comparative purposes, FY 91 salaries for top level administrative positions at Northern Maine Technical College have been aligned with FY 90 salaries for similar positions at comparably sized public institutions of higher education:

	<u>FY 91</u> <u>Salaries</u>	<u>Median FY 90</u> <u>Salaries (National)</u>
• President	\$65,560	\$66,092

• Vice President/ Dean of Academic Affairs	\$52,519	\$60,166
• Dean of Students	\$45,294	\$44,201
• Dean of Continuing Education	\$53,510	\$38,069
• Director of Finance	\$40,513	\$46,000

Faculty salaries at Northern Maine Technical College have the following ranges:

- Low of \$24,749;
- Median of \$34,330; and
- High of \$43,170

ACADEMIC PROGRAM OFFERINGS

Currently, Northern Maine Technical College offers the following associate degree programs:

- Accounting;
- Business Administration;
- Business Administration (Agri-Bus Option);
- Executive Administrative Assistant;
- Medical Administrative Assistant;
- Legal Administrative Assistant;
- Computer Information Systems;
- Office Systems Technology;
- Nursing;
- Automotive Body Repair;
- Automotive Technology;
- Computer Electronics;

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- Diesel Hydraulics Technology;
 - Drafting Technology;
 - Electrical Construction and Maintenance;
 - Industrial Electrical Technology;
 - Plumbing and Heating;
 - Residential Construction; and
 - Sheet Metals.

Northern Maine Technical College also offers the following diploma programs:

- Accounting;
- Office Systems Technology;
- Practical Nursing;
- Automotive Body Repair;
- Automotive Technology;
- Computer Electronics;
- Diesel Hydraulics Technology;
- Drafting Technology;
- Electrical Construction and Maintenance;
- Industrial Electrical Technology;
- Masonry;
- Plumbing and Heating;
- Residential Construction; and
- Sheet Metal.

Finally, Northern Maine offers the following certificate programs:

- Office Assistant;

- Automotive Body Repair;
- Automotive Technology;
- Computer Electronics;
- Diesel Hydraulics Technology;
- Drafting Technology;
- Electrical Construction and Maintenance;
- Industrial Electrical Technology;
- Masonry;
- Heating;
- Plumbing;
- Residential Construction; and
- Sheet Metal.

Northern Maine Technical College offers these programs during the day and evening at the Northern Maine Technical College campus, Loring Air Force Base, and 7 satellite centers.

FINANCIAL DATA

Recent expenditures for Northern Maine Technical College are as follows:

<u>Category</u>	<u>Expenditures</u>	
	<u>FY 89 (%)</u>	<u>FY 90 (%)</u>
Instruction	\$2,388,280 (48%)	\$2,250,255 (41%)
Public Services	56,443 (1%)	94,795 (2%)
Academic Support	435,688 (9%)	418,162 (8%)
Student Services	268,998 (5%)	334,029 (6%)
Institutional Support	425,776 (9%)	788,635 (14%)
Operational & Maintenance	670,014 (13%)	875,311 (16%)
Scholarships	78,556 (2%)	51,915 (1%)
Auxiliary Enterprises	<u>647,282 (13%)</u>	<u>721,139 (13%)</u>
Total	\$4,971,037	\$5,534,241

Northern Maine Technical College has the following budgets for FY 91 (approved) and FY 92-93 (requested):

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>
Personal Services	\$3,944,000	\$4,149,000	\$4,300,000
All Other	1,575,496	1,718,800	1,972,500
Capital	<u>140,000</u>	<u>240,000</u>	<u>280,000</u>
Total Expenses	\$5,659,496	\$6,107,800	\$6,552,500
Revenues	\$1,233,000	\$1,242,000	\$1,481,000
Appropriation Request	\$4,426,496	\$4,865,800	\$5,071,500

In addition, Northern Maine Technical College is making the following Part II request for new and expanded programs for FY 92-93:

	<u>FY 92</u>	<u>FY 93</u>
1. Staffing/Supplies for new buildings	0	\$ 61,000
2. Additional faculty position for Nursing Program	\$ 52,700	\$ 50,800
3. Replace Perkins Part B funds	\$108,000	\$114,100
4. Staff support enhancement	\$ 93,000	\$ 98,500
5. New program for Manufacturing Engineering Technology	\$136,600	\$193,600
6. New programs for Aviation Pilot Training and Airport Management	<u>\$ 78,000</u>	<u>\$ 37,100</u>
Total	\$468,300	\$555,100

ENROLLMENT TRENDS

The following figures represent recent enrollments at Northern Maine Technical College:

	<u>Fall 87</u>	<u>Fall 88</u>	<u>Fall 89</u>	<u>Fall 90</u>
Full time Students	570	599	624	670
Part time Students	530	612	681	661

The following figures depict recent (90-91) program enrollments by gender:

**Full-Time/Part-Time Matriculated
Student Enrollment
1990/1991**

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Business Administration	59 (43%)	77 (57%)	136
• Accounting	24 (28%)	61 (72%)	85
• Office Systems Technology	8 (19%)	34 (81%)	42
• Secretarial Science	0 (0%)	55 (100%)	55
• Clerical Training	0 (0%)	14 (100%)	14
• Computer Information Systems	16 (48%)	17 (52%)	33
• Computer Electronics	54 (87%)	8 (13%)	62
• Practical Nursing	2 (2%)	126 (98%)	128
• Associate Degree Nursing	1 (2%)	49 (98%)	50
• Masonry	15 (100%)	0 (0%)	15
• Carpentry	34 (92%)	3 (8%)	37
• Electrical Construction and Maintenance	49 (100%)	0 (0%)	49
• Plumbing & Heating	20 (100%)	0 (0%)	20
• Industrial Electrical Technology	29 (94%)	2 (6%)	31
• Diesel Hydraulic Technology	27 (100%)	0 (0%)	27

• Automotive Body Repair	23 (100%)	0 (0%)	23
• Automotive Technology	31 (100%)	0 (0%)	31
• Drafting Technology	54 (83%)	11 (17%)	65
• Sheet Metal	<u>16</u> (100%)	<u>0</u> (0%)	<u>16</u>
Total	462 (50%)	457 (50%)	919

For comparison purposes, these figures are included with those of the other 5 campuses in Appendix 6.

RESULTS OF CAMPUS INTERVIEWS AND VISIT

On behalf of the Committee, staff visited Northern Maine Technical College from October 2-3, 1990. Committee staff was joined at various points during the 2 day visit by the following local legislators:

- Representative Wilfred Bell;
- Representative Susan Pines; and
- Representative Mary MacBride.

The following interviews and meetings were conducted during the 2 day visit:

- Dr. Durward Huffman, President;
- Mr. Paul Rediker, Building Maintenance Supervisor (campus tour);
- Mr. Timothy Crowley, Dean of Students;
- Mr. Roger J. Eckhardt, Vice President and Dean of Academic Affairs;
- Meeting with Academic Department Chairs;
- Meeting with Student Senate Officers;
- William Egeler, Associate Dean of Students;
- Mr. Thomas Richards, Assistant Director of Residential Life;

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- Mr. Seth Gillman, Dean of Continuing Education;
 - Mr. Gerald Donovan, Director of Finance;
 - Meeting with General Advisory Council;
 - Mr. Morris Michaud, President, Northern Maine Technical College Faculty Association;
 - Open meeting for faculty;
 - Meeting with representatives from collective bargaining units;
 - Open meeting for students; and
 - Open meeting with members of the college community.

The following comments were made to committee staff during the 2 day visit. To ensure confidentiality, comments are attributed by classification, such as "Student:

- Northern Maine Technical College has taken a big step forward in student services, with funds provided by the Federal Title III Grant. Student retention is a major focus of student services at Northern Maine Technical College; 44% of the students who start at the college do not finish. The future direction of student services at Northern Maine Technical College will focus on the needs of part-time and older students. This direction is fully supported by the senior management team and by the campus as a whole. (Administrator);
- Organizational placement of Continuing Education within each campus ought to be standardized so that business/industry knows where and who to go to receive specialized training. Continuing Education should be service oriented without an emphasis on cost recovery. Should continuing Education be thought of as a revenue generator? (Administrator);
- There is a perception on the part of local media and the community that Northern Maine Technical College has not been adequately supported in the

past by the System Office. However, the feeling at Northern Maine Technical College is that support from the System Office has improved significantly since John Fitzsimmons was appointed as System President. Some at Northern Maine Technical College still are not convinced that the Board of Trustees knows about or really understands Northern Maine Technical College.

Grant writing flexibility within the System does not translate to adequate flexibility in the personnel process administered by the System Office. The process is overly bureaucratic and slow which results in the campus losing grant money for positions that are unfilled.

The community has a high regard and degree of support for Northern Maine Technical College and its graduates.

In comments relayed from a former Director of Northern Maine Technical College, the recent growth at Northern Maine Technical College has brought academic and national recognition to Northern Maine Technical College and should be regarded in a positive light. (Professional Staff);

- The Board of Trustees has not made the effort to understand Northern Maine Technical College. The community is very supportive of Northern Maine Technical College. College employees have a sense of ownership and pride in the accomplishments of Northern Maine Technical College. (Support Staff);
- The Board of Trustees does not have any confidence in the ability of the local administrators to allocate bond issue money. There is also concern about the unanticipated (and unfunded) costs of asbestos removal and energy costs. Also, safety is an issue for budget cuts that involve programs with only one instructor. (Faculty);
- Northern Maine Technical College may be the only college with one instructor for many of its academic programs and this is a concern when budget cuts are contemplated. (Administrator);

-
- The dissatisfaction with recent changes at Northern Maine Technical College should be regarded as the inevitable conflict that comes with any meaningful change. (Faculty);
 - Funding that is budgeted for financial aid at the Maine Technical College System is very small as a percentage when compared to the University of Maine System; University of Maine System bond issues have always had a financial aid component which has not been true for Maine Technical College System bond issues.

Capital facilities needs at Northern Maine Technical College should be a priority. A great deal is accomplished with few resources. There are no equipment replacement funds in the residential life budget.

More staffing is needed to deliver effective student services at Northern Maine Technical College; Northern Maine Technical College has less financial aid staff than the University of Maine at Presque Isle but has more responsibilities.

Student retention at Northern Maine Technical College is adversely affected by the lack of student services staff; Title III funding won't help to provide needed support staff.

Lately, Northern Maine Technical College has become more formalized and less family oriented. Communications could be improved; problems extend throughout the senior management team. Information is regarded as power and sometimes not shared when it should be. Despite its problems, Northern Maine Technical College is a good institution. (Administrator);

- The labor/management relationship is not a good one this year; the Labor/Management Committee mandated by the contract has not been active. Faculty were not involved in the initial stages of decision making of how to implement budget cuts.

Campus morale is down. The upper level management is responsible for this, not just Dr. Huffman. There is considerable resentment that the President and Vice President both come from out-of-state.

Except for the accreditation process, meaningful participation by employees doesn't really exist at Northern Maine Technical College.

Northern Maine Technical College suffers from a lack of equipment; the problem is one of distribution - funds are spent for administrative purposes rather than academic.

From a taxpayer's perspective, perhaps the Maine Technical College System should be a part of the University of Maine System; there is a lot of cost duplication. Overall, the Maine Technical College System is going down hill. (Faculty);

- The relationship between Northern Maine Technical College and the Board of Trustees has improved significantly since John Fitzsimmons became System President. The new System policies and procedures, particularly for finance, are appropriate and welcome. System President Fitzsimmons' leadership during the deappropriation crisis was very helpful to the System. (Administrator);

The food service function at the College is running at a loss of \$180,000 for the current year. This deficit is a result of the salary costs for the remaining college employees who have grandfathered employment but do not work for the private contractor who provides food service for the college.

- System President Fitzsimmons is popular at Northern Maine Technical College, but the System Office is too large, as is the administration at Northern Maine Technical College.

Morale at Northern Maine Technical College is at its lowest point ever and this is because of the dictatorial style of the present administration. Emphasis at Northern Maine Technical College is shifting from that of a technical college to a community college where general education is favored over technical trades and a hands-on approach to learning. Membership on campus committees has been stacked to favor general education. Good faculty are being lost because of poor morale and the lack

of meaningful input. Additional staff is needed for technical trades and business technology. (Faculty);

- Significant problems exist between faculty and administration resulting in a lot of grievances. Faculty workload is a system-wide issue. Many faculty are focusing on extrinsic (salary) rewards because intrinsic (job satisfaction) rewards are declining. Northern Maine Technical College no longer has a sense of family. Participation on campus committees is not worthwhile; their advice is not used. (Bargaining Unit Representative);
- Morale at Northern Maine Technical College is a real problem and employees have no ability to effect meaningful change. (group consensus - Bargaining Unit Representatives);
- The separation from the Department of Education has not resulted in meaningful change; just a replacement of bureaucratic layers. (Bargaining Unit Representative);
- The System Office was originally conceived as a support unit but has moved towards centralized control to the detriment of education. (Bargaining Unit Representative);
- Department chairs at Northern Maine Technical College are used as quasi-administrators who evaluate faculty. This results in a conflict of interest. Also, Northern Maine Technical College suffers from a lack of needed instructors. (Bargaining Unit Representative);
- Lynn Olson at the System Office has done a good job in organizing System finances. The implemented changes needed to happen. (Administrator);
- There is some concern about the overly broad System mission. Recent Board of Trustees action to strengthen the role of Advisory Councils was well regarded, as is provision of Board of Trustees minutes to Council members. The past distrust of the System Office from the Northern Maine Technical College community is decreasing. The Advisory Council is very

involved in planning efforts. As evidenced by strong voter support for the bond issues, the Northern Maine Technical College region is very supportive of Northern Maine Technical College. Some concern exists about the unanticipated costs for asbestos removal.

The ITV network administered by the University of Maine System is poorly coordinated and administered.

It is inappropriate for the Board of Trustees to have commissioners from the executive branch as members. (Member of Advisory Council);

- The residential life program at Northern Maine Technical College is the best in the System. (Administrator);
- Recent organizational changes relating to Continuing Education were necessary and resulted in the increased willingness of the University of Maine at Presque Isle to accept Northern Maine Technical College credits for transfer. (Administrator).
- Communication does not exist between the faculty and the administration. (Group consensus of Student Senate Officers);
- The President needs to meet more frequently with the Student Senate and send a representative to monthly Senate meetings. (Student Senator);
- The present student body at Northern Maine Technical College can be described as energetic and optimistic. (Faculty);
- There is an acute need for day care services for single parents at Northern Maine Technical College. Such a service would be a means of improving recruitment and retention of non-traditional students. (Student Senator);
- Students are aware of the unhappiness and poor morale of the faculty. As a result of this poor morale, the quality of the faculty effort is adversely affected. (Student Senator);
- Students may have had negative experiences with

certain disillusioned faculty but this does not always happen. There are many positive experiences also. However, there is no meaningful opportunity for professional development by faculty; most of their time is consumed by other obligations. (Faculty);

- Northern Maine Technical College does not have enough classroom space; 77 students in one class is simply overcrowded. The results of the recent bond issue will not solve this problem for the nursing program.

The Northern Maine Technical College President has an authoritarian management style and the Vice President has more of a participatory style. The individual making this comment has confidence in both the President and Vice President. (Faculty);

- In recent years, the nursing program has lost facility space but increased services.

The department chair situation at Northern Maine Technical College is unique in that there are fewer of them. Department Chairs have to fight to have time for teaching.

The lack of academic preparation for many Northern Maine Technical College students is a continuing issue that needs to be addressed. Also, all personnel in the Learning Center (which provides remedial assistance) are funded with "soft" federal Perkins money. (Faculty);

- There has been a recent shift in emphasis from providing funds for education to providing funds for administration at Northern Maine Technical College. As an example, the Department Chairs are paid as instructors but do mostly administrative work.

Another shift has occurred in terms of the overall campus environment. Students used to greet senior administrators on a first name basis but no longer. The present President is not aware of the educational levels of the student body nor does he know the names of even 2 students. There is no communication now and instead, there are layers of bureaucracy. The

administration has lost sight of the college's original mission. (Faculty);

- Grant administration takes a lot of faculty time. Part-time faculty are used as replacements but with a drop in continuity and quality. Future grants should include provisions for faculty release time plus funds for quality instructional replacement. (Faculty); and
- Faculty morale varies from department to department, but is generally low. On a scale of 1 to 10, "1" would describe current morale. Morale is best in general studies and nursing. (Faculty)



SOUTHERN MAINE TECHNICAL COLLEGE

PURPOSE

Southern Maine Technical College strives to provide a superior program of academic instruction which blends the importance of technical knowledge and the development of skills with good work habits and attitudes. To accomplish these goals, the college offers a technical, related, and general education curricula which is designed to help students develop the work skills, knowledge, and self confidence necessary to successful employment in a particular profession or trade.

HISTORY

Southern Maine Technical College was the first campus to be established as a part of what is now referred to as the Maine Technical College System. In 1946, the organizational predecessor to Southern Maine Technical College was established as a day school in Augusta and was known as the "Maine Vocational Technical Institute". During its first year, the college had a total staff of 10 to administer programs in Automotive, Electrical, Machine, and Radio to a student body of 80 veterans.

In 1952, the Legislature purchased the Fort Preble facility in South Portland from the federal government and the college was moved to that facility.

In 1965 the name of the college was changed to "Southern Maine Vocational-Technical Institute" to more precisely reflect the mission of the College and the region served by it.

In 1986, the college was separated from the Department of Education and, with the other 5 Vocational Technical Institutes, was included as a part of the newly independent Maine Vocational-Technical Institute System.

Finally, in 1989 the college was renamed as Southern Maine Technical College to further reflect its present status as a 2 year public college.

PHYSICAL PLANT

Southern Maine Technical College is located on a 55 acre campus at the Old Fort Preble facility in South Portland. When it

was moved to the Fort Preble site in 1952, the college used former army facilities. Since then the college has constructed a number of new buildings designed for college use.

There are a total of 40 buildings on the campus. In addition, the campus has a docking facility (in poor repair) for a training vessel used for its Marine Science program.

The 1989 Bond issue included the following projects for Southern Maine Technical College:

<u>Project</u>	<u>Cost</u>
1. Acquisition of contiguous property.	\$500,000
2. Reconstruction of Dewey Hall and renovation of historical facilities	\$2,750,000
3. Roof repairs for automotive and Hutchinson Union buildings; other capital improvements for most campus buildings	<u>\$1,010,000</u>
Total	\$4,260,000

According to a recent report issued by the System Office, as of February 1, 1991, \$396,402.78 has been spent to acquire the former Hildreth Health Center for use as a residential facility and for planning purposes.

ORGANIZATION, STAFFING, AND SALARIES

Diagram 11 depicts the current organizational structure used at Southern Maine Technical College. This structure, like some of the other campuses in the Maine Technical College System, delineates Academic Affairs, Continuing Education, Student Affairs, Finance, and Physical Plant as the major organizational components. Like the other campuses, Southern Maine Technical College includes various functions and responsibilities under each organizational unit in a manner which reflects the unique circumstances of the college:

- President - reports directly to the System President and functions as chief executive

officer for the college. The current President is Mr. Wayne H. Ross who has served in that capacity since 1979.

The President has the services of 2 support staff positions as well as an Administrative Assistant.

The President also has a direct line relationship with several other organizational entities:

- Energy Testing Laboratory of Maine - This unit is a formal part of Southern Maine Technical College. The Energy Testing Laboratory of Maine tests and rates radiant energy equipment to be used by the public. This unit has a total of 4 employees;

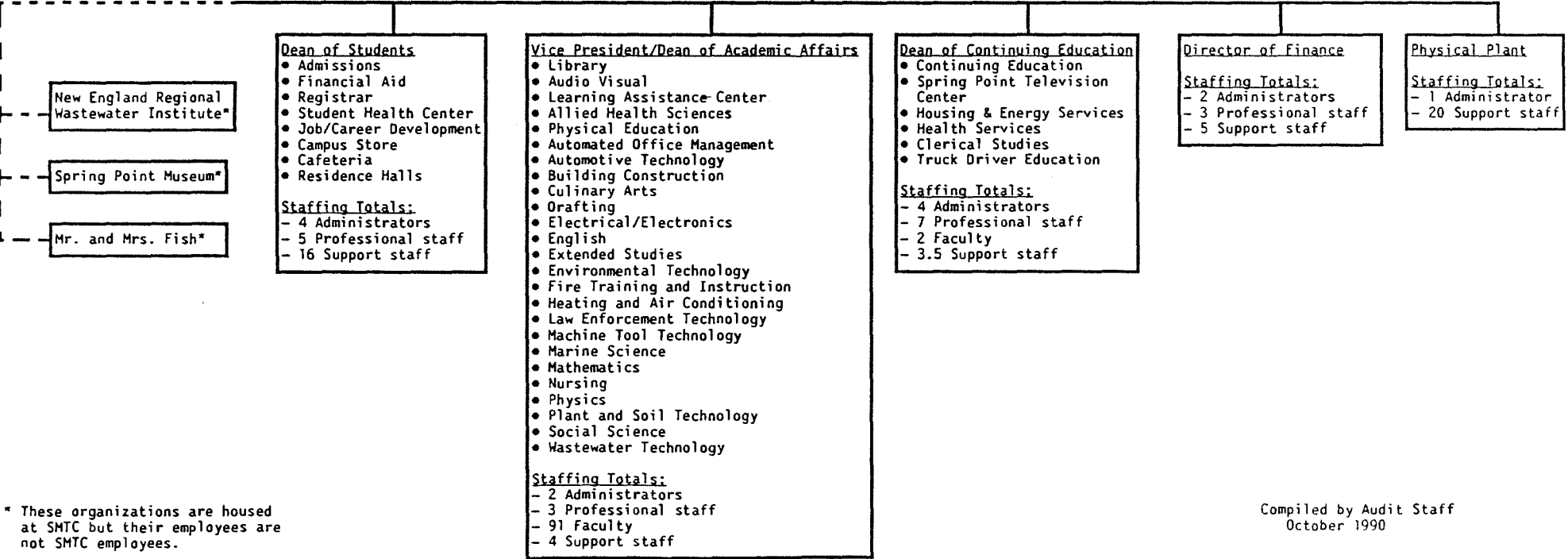
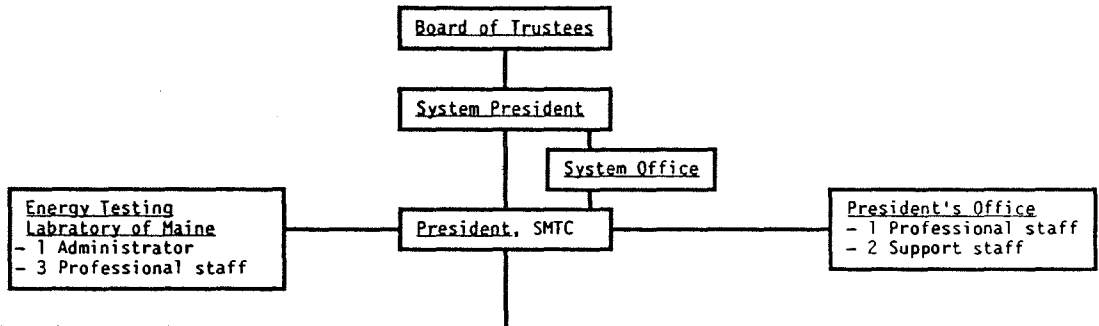
- New England Regional Wastewater Institute - This organization is housed at Southern Maine Technical College but is not a formal part of the college. In brief, the Institute offers a series of training programs for operators of wastewater treatment plants from the New England area. The programming offered by the Institute is listed as an Southern Maine Technical College program in Wastewater Technology but its employees are not paid by the college;

- Spring Point Museum - This organization is also housed at Southern Maine Technical College but is not a part of the college. The Spring Point Museum exists to portray the historical heritage of South Portland and surrounding areas;

- Mr. and Mrs. Fish - This organization is also housed at Southern Maine Technical College but is not a part of the college. This program offers marine education to various schools and educational groups in Maine;

- Vice President and Dean of Academic Affairs - This is the largest organizational unit at Southern Maine Technical College. The Vice President and Dean of Academic Affairs reports

DIAGRAM 11
 MAINE TECHNICAL COLLEGE SYSTEM
 SOUTHERN MAINE TECHNICAL COLLEGE
 Organization and Staffing



* These organizations are housed at SMTC but their employees are not SMTC employees.

directly to the President and is the chief academic officer for the College. The incumbent in this position, Mr. William Warren, functions as Vice President only in the President's absence.

This position has the services of one support position as well as a Special Assistant to the Academic Dean.

This organizational unit includes the following program:

- Library - This academic unit is staffed by a total of 3 positions;
- Audio Visual - This unit provides a variety of audio-visual services to all sectors of the college and is staffed by one position;
- Learning Assistance Center - This unit provides remedial educational services to many students and is staffed by 2 instructors;
- Allied Health Services - This academic department includes programs in Respiratory Therapy, Radiology, Radiation Therapy, and Cardiovascular. This department is staffed by a total of 8 instructors and 1 clerical position;
- Physical Education - This academic department is staffed by 2 instructors;
- Automated Office Management - This department is staffed by 2 instructors;
- Automotive Technology - This department is staffed by 2 instructors;
- Culinary Arts - This department includes programs in Culinary Arts, Dietary Technology, and Hotel, Motel and Restaurant Management. This department is staffed by a total of 7 instructors;
- Drafting - This department is staffed by 3 instructors;

-
- Electrical/Electronics - This department includes programming in Electronics Technology, Industrial Electronics, Electrical Technology, and Industrial Electricity and is staffed by a total of 7 instructors;
 - English - This department is staffed by 4 instructors and one clerical position which is shared with Social Science;
 - Extended Studies - This department is staffed by two instructors;
 - Environmental Technology - This department is staffed by one instructor;
 - Fire Training and Education - This department administers a statewide fire training program as well as an academic program in Fire Science Technology. This department is staffed by 2 instructors, two Educational Specialist II positions, and employs 177 part-time fire service instructors;
 - Law Enforcement Technology - This department is staffed by 3 instructors;
 - Machine Tool Technology - This department includes programs in Machine Tool Technology and Welding and is staffed by a total of 4 instructors;
 - Building Construction - This department is staffed by a total of 5 instructors;
 - Heating and Air Conditioning - This department is staffed by a total of 4 instructors;
 - Marine Science - This department is staffed by 9 instructors;
 - Mathematics - This department is staffed by 4 instructors;
 - Nursing - This department is staffed by 10 instructors and one clerical position;

-
- Physics - This department is staffed by 3 instructors;
 - Plant and Soil Technology - This department is staffed by one instructor and up to 6 part-time instructors;
 - Social Science - This department is staffed by 3 instructors and a clerical position which is shared with the English department; and
 - Wastewater Technology - This department is staffed by one instructor.
- Dean of Students - functions as the chief executive officer for student services at Southern Maine Technical College. The incumbent, Mr. Joseph DeCoursey, reports directly to the President and has the services of 1 support staff. Organizational units included within Student Services are as follows:
 - Admissions - This function is staffed by 2 professional and 2 support staff positions;
 - Financial Aid - This function is staffed by one professional and one support staff position;
 - Registrar - This function is staffed by one newly created professional position and 2 support staff positions;
 - Student Health Center - This function is staffed by one professional position;
 - Job/Career Development - This function is staffed by one professional position;
 - Campus Store - This function is staffed by one professional and 4 support staff positions; and
 - Residence Halls - This function is staffed by one professional staff position who oversees the operation of three student residence facilities;

-
- Dean of Continuing Education - functions as the chief executive officer for Continuing Education and related programming efforts at the college. Continuing Education at Southern Maine Technical College includes all credit and non-credit course offerings offered outside of the regular academic day, as well as specialized training programs developed for business and industry.

The current Dean of Continuing Education, Mr. William Flahive, reports directly to the President, and has the services of 2 professional positions and 3.5 support staff positions. Other programs under Continuing Education include the following:

- Spring Point Television Center - This unit provides community service programming over public access cable channel for the South Portland region. This unit is staffed by one professional position and makes extensive use of volunteer assistance;

- Housing and Energy Services - Popularly referred to as the "Weatherization Program", this unit is funded by the Division of Community Services and is administered and housed by Southern Maine Technical College in an agreement with the Division of Community Services. This program has a total staff of 5 positions;

- Health Services - This unit is staffed by one professional position and provides specialized training programs for nursing homes;

- Clerical Studies - This unit provides specialized training for Job Training Partnership Act participants and is funded by JTPA. This program is staffed by one instructor; and

- Truck Driver Education - This unit provides specialized training and is funded through tuition, federal Perkins money, and Refugee Resettlement funds. This program is staffed by one professional position and one instructor.

- Director of Finance - Functions as the chief financial officer for the College. The current Director, Ms. Maureen Nunez, reports directly to the President and has the services of 5 professional positions and 5 support staff; and
- Physical Plant - This unit provides maintenance and custodial services for the campus. The unit is headed by a Plant Maintenance Engineer I; the incumbent is Mr. Thomas DePeter. This unit is staffed by a total of 21 positions.

An analysis of salaries for all Southern Maine Technical College employees is included as Appendix 5. This analysis includes employee names, position titles, age, years of service, sex, and current salaries. Salaries are rank ordered by broad employment category to assess the effect of age and gender.

For comparative purposes, FY 91 salaries for top level administrators at Southern Maine Technical College have been aligned with FY 91 salaries for similar positions at comparably sized public institutions of higher education:

	<u>FY 91 Salaries</u>	<u>Median FY 90 Salaries (national)</u>
• President	\$69,154	\$73,034
• Vice President/ Dean of Academic Affairs	\$58,044	\$60,277
• Dean of Students	\$53,511	\$47,851
• Dean of Continuing Education	\$50,139	\$44,761
• Director of Finance	\$40,902	\$51,149

Faculty salaries at Southern Maine Technical College have the following ranges:

- Low of \$17,729;
- Median of \$34,111; and
- High of \$44,403.

ACADEMIC PROGRAM OFFERINGS

Currently Southern Maine Technical College offers the following associate degree programs:

-
- Radiation Therapy;
 - Radiologic Technology;
 - Respiratory Therapy;
 - Surgical Technology;
 - Automated Office Management;
 - Automotive Technology;
 - Building Construction Technology;
 - Culinary Arts;
 - Dietetic Technician;
 - Hotel, Motel and Restaurant Management;
 - Electronics Technology;
 - Industrial Electronics;
 - Electrical Technology;
 - Fire Science Technology;
 - Heating, Air Conditioning and Refrigeration;
 - Law Enforcement Technology;
 - Machine Tool Technology;
 - Applied Marine Biology and Oceanography;
 - Nautical Science;
 - Marine Engineering;
 - Environmental Technology;
 - Plant and Soil Technology;
 - Local Government Administration; and
 - Nursing.

Southern Maine Technical College offers the following certificate programs:

- Cardiovascular Technology;
- Drafting Technology;
- Fire Science Technology;
- Plumbing;
- Plant and Soil Technology;
- Masonary Technology; and
- Wastewater Technology.

Southern Maine Technical College also offers the following diploma programs:

- Automotive Technology;
- Building Construction Technology;
- Culinary Arts;
- Industrial Electricity;
- Heating, Air Conditioning and Refrigeration;
- Machine Tool Technology;
- Marine Engineering;
- Nautical Science; and
- Practical Nursing.

Southern Maine Technical College offers these programs during its day program and through the Continuing Education Program. Most courses are held at the Southern Maine Technical College campus but a significant number are available through prior arrangement with the University of Southern Maine. In addition, Southern Maine Technical College operates an off-campus program in York County; courses are offered in Sanford, York, North Berwick, Wells, and Eliot.

FINANCIAL DATA

Recent unrestricted expenditures for Southern Maine Technical College are as follows:

Category	Expenditures	
	<u>FY 89 (%)</u>	<u>FY 90 (%)</u>
Instruction	\$4,398,705 (59%)	\$4,638,180 (54%)
Public Services	323,475 (4%)	238,390 (3%)
Academic Support	540,228 (7%)	583,093 (7%)
Student Services	403,823 (6%)	451,571 (5%)
Institutional Support	588,180 (8%)	681,750 (8%)
Operational Maintenance	944,861 (13%)	1,084,516 (13%)
Scholarships	6,186 (.08)	23,956 (.3%)
Auxiliary Enterprises	<u>252,492 (3%)</u>	<u>874,520 (10%)</u>
Total	\$7,484,950	\$8,575,976

Southern Maine Technical College has the following budgets for FY 91 (approved) and FY 92-93 (requested):

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>
Personal Services	\$6,113,133	\$6,512,464	\$6,868,814
All Other	1,646,029	1,881,569	2,022,700
Capital	<u>270,000</u>	<u>295,000</u>	<u>315,000</u>
Total Expenses	\$8,029,162	\$8,689,033	\$9,206,514
Revenues	\$1,516,000	\$1,506,631	\$1,552,544
Appropriation Request	\$6,513,162	\$7,182,402	\$7,653,970

In addition, Southern Maine Technical College is making the following Part II requests for new and expanded programs for FY 92-93:

<u>Priorities</u>	<u>FY 92</u>	<u>FY 93</u>
1. Replace Perkins Funds for various programs	\$220,000	\$275,000
2. Expand Hotel, Motel and Restaurant Management Program	145,000	188,000
3. Expand York County Satellite Program	245,000	255,000
4. Expand telecommunications and Allied Health Programs	<u>75,000</u>	<u>80,000</u>
Total	\$685,000	\$748,000

ENROLLMENT TRENDS

The following figures represent recent enrollments at Southern Maine Technical College:

	<u>Fall</u> <u>87</u>	<u>Fall</u> <u>88</u>	<u>Fall</u> <u>89</u>	<u>Fall</u> <u>90</u>
Full time	724	731	844	984
Part time	884	884	1076	1193

To assess program enrollments by gender, the Committee has compiled the following figures:

Full-Time/Part-Time Matriculated Student Enrollment 1990/1991

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Associate Degree	6 (10%)	53 (90%)	59
• Applied Marine Biology and Oceanography	22 (61%)	14 (39%)	36
• Automated Office Management	13 (30%)	31 (70%)	44
• Automotive Technology	42 (100%)	0 (0%)	42
• Building Construction	61 (95%)	3 (5%)	64

• Culinary Arts	46 (48%)	50 (52%)	96
• Cardiovascular Technology	2 (40%)	3 (60%)	5
• Drafting	43 (84%)	8 (16%)	51
• Dietetic Technician	6 (14%)	37 (86%)	43
• Electric Technology	32 (94%)	2 (6%)	34
• Environmental Technology	31 (84%)	6 (16%)	37
• Electronics Technology	38 (90%)	4 (10%)	42
• Extended Studies	25 (66%)	13 (34%)	38
• Fire Science Technology	29 (97%)	1 (3%)	30
• Heating and Air Conditioning	27 (93%)	2 (7%)	29
• Hotel, Motel & Restaurant Management	24 (53%)	21 (47%)	45
• Industrial Electricity	36 (100%)	0 (0%)	36
• Industrial Electronics	9 (100%)	0 (0%)	9
• Law Enforcement Technology	143 (88%)	19 (12%)	162
• Marine Engineering	20 (100%)	0 (0%)	20
• Marine Science Engineering	1 (100%)	0 (0%)	1
• Machine Tool Technology	28 (100%)	0 (0%)	28
• Masonry	6 (100%)	0 (0%)	6
• Nautical Science	20 (95%)	1 (5%)	21
• Plumbing	12 (86%)	2 (14%)	14
• Practical Nursing	5 (8%)	54 (92%)	59
• Plant & Soil Technology	16 (40%)	24 (60%)	40
• Radiologic Technology	3 (9%)	32 (91%)	35
• Radiation Therapy	4 (40%)	6 (60%)	10

• Respiratory Therapy	16 (44%)	20 (56%)	36
• Surgical Technology	<u>0</u> (0%)	<u>2</u> (100%)	<u>2</u>
Totals	766 (65%)	408 (35%)	174

For comparison purposes, this data has been included with the data from the other 5 colleges as Appendix 6.

RESULTS OF CAMPUS VISIT AND INTERVIEWS

On behalf of the Committee, staff visited Southern Maine Technical College from September 20-21. Committee staff was joined at various points during the 2 day visit by the following members of the Committee and local legislators:

- Representative Phyllis Erwin;
- Representative Harold Macomber;
- Senator Barbara Gill;
- Senator Edgar Erwin; and
- Representative Peggy Pendleton

The following interviews and meetings were conducted during the 2 day visit:

- Meeting with senior staff and administrators;
- Southern Maine Technical College Advisory Council;
- Wayne Ross, President;
- William Warren, Vice President;
- Joseph DeCoursey, Dean of Students;
- Campus Tour, Jean Reeves, Administrative Assistant;
- William Flahive, Dean of Continuing Education and Darlene Merrill, Associate Dean;
- Darcy Gulliver, Resident Hall Director;
- Meeting with Community leaders;

-
- Meeting with collective bargaining representatives;
 - Meeting with Student Leaders;
 - Meeting with Alumni;
 - Meeting with Faculty Association representatives; and
 - Maureen Nunez, Director of Finance.

The following comments were made to Committee staff during the 2 day visit. To ensure confidentiality, comments are attributed by classification, such as "student":

- 4 divisions of department chairs would be much more manageable. (Administrator);
- Workload distribution and more consistency in labor/management practice are System wide problems.

4 divisions of academic departments would be more efficient. More communication is needed between faculty and decision makers. It is sometimes hard to get a commitment from administration as to any possible changes.

Educational leadership is lacking. More individuals should be involved in committee work.

It appears that sometimes there is a philosophy of running the college as a business. The standards that are used are sometimes questionable. This comes out in the differing and conflicting roles of the Deans of Academic Affairs and Continuing Education. Often it seems like there are 2 colleges: one before 5 PM and one after 5 PM. (Faculty Association Representative);

- It is important to emphasize the high value put on Southern Maine Technical College by the regional Chamber of Commerce and the overall business community. The college is seen as a vital link in meeting the training needs of the region. The college is involved in a close working relationship with businesses and the

local community. This working relationship results in a high quality educational effort from the college. (Community Leader);

- Cooperation between the college and the community is mutually beneficial. The campus appearance has dramatically improved in recent years; it is crucial to have more funds for maintenance. (Community leader);
- The college took initiative in meeting the needs of the community to provide training in solid waste management. The value or earning potential of a Southern Maine Technical College degree is unsurpassed. (Community leader);
- President Ross' contribution to the College has been impressive. He has brought business people to the campus, and this has never happened at University of Southern Maine. (Community leader);
- The college is inclusionary in its approach; this encourages a sense of neighborliness. (Community leader);
- The Spring Point Museum, which is housed at the college, has received wonderful support and has been allowed to use college facilities. In turn, in its own publicity effort, the Museum has been able to further publicize the campus. (Community leader);
- The City of South Portland has benefited enormously from a number of programs offered by Southern Maine Technical College. As a result, the college has tremendous support in the community. (Community leader);
- The future vision supplied by the college is crucial towards meeting the technical needs of society. (Community leader);
- The Legislature must better support the primary training needs of the main businesses and industries in the state. (Community leader);
- There is a great effort at the college to work with the community and bring the leaders to campus so they can be seen and heard by students. (Community leader);

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- Southern Maine Technical College graduates are in great demand with the innkeepers industry in the state. This individual is proud to work with Southern Maine Technical College graduates and is always included in college meetings. (Community leader);
 - The City of South Portland routinely employs graduates of several Southern Maine Technical College programs. The college is very responsive to the needs of the community. This individual questions whether the college has been given the resources necessary to do its job. (Community leader);
 - The administration does provide an open door for communication. Staff did participate in the search process for a System President. President Ross is always willing to listen, but does not necessarily agree.

Increased enrollment has strained the existing staff beyond reason. Staffing levels have not kept pace with increased enrollment.

The administration worked hard to save campus jobs during the recent budget crisis. (Collective Bargaining Representative);

- Work in the cafeteria is getting very difficult because existing staff is overworked. Job vacancies are not being filled; work-study students are being used instead and this does not work as well as having regular student employees. (Collective Bargaining Representative);
- It is alleged that the cafeteria is running a deficit of \$40,000. Also, the high degree of community involvement needs to be better balanced with the limitations of the present level of staffing. (Collective Bargaining Representative);
- There is significant input in the collective bargaining process since the System was established. There is a genuine interest in reaching mutually satisfying bargaining agreements and employees feel that specific

issues have been responded to. (Collective Bargaining Representative);

- The recent growth in enrollment puts a continual strain on existing staff. For example, 1900 applications are handled by 4 staff people. This compares to 9 staff at the University of Maine at Farmington which has a similar number of applications. (Collective Bargaining Representative);
- Enrollments have tripled at Southern Maine Technical College with no increase in staff. There is a huge backlog in certain tasks. The current workload is unreal. (Collective Bargaining Representative);
- Increasing enrollment has resulted in the first 2 weeks of the fall semester being very difficult for students. There are very long lines for all services. The growth of the college needs to be balanced with available resources.

The Student Senate needs to have paid faculty advisors; current faculty volunteers are strained. Also, the college needs more clerical instructors. Finally, student participation at the college is excellent; students really care about the college. (Student Leader);

- The college needs new training equipment. Also, the residence halls have had a lot of maintenance problems which stems from unavailable maintenance workers. (Student Leader);
- The \$25 computer fee needs to be assessed to all students, not just to day students. Also, the Marine Science Program needs a new dock and more training equipment. (Student Leader);
- The college needs more recognition as an institution of higher education. Some employers won't take Southern Maine Technical College diplomas and many high school guidance counselors do not recognize Southern Maine Technical College as a college. (Student Leader);
- The support from industry for the Machine Tool Program should be matched by incentives from the state. (Student Leader);

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- There is a shortage of faculty for the Office Technology Program; one of the classes has 30 students. The same situation exists in Law Enforcement, Culinary Arts, and Respiratory Therapy. Also, up-to-date equipment is desperately needed. (Student Leader);
 - The student security force needs updated equipment; sometimes security on campus is a problem. (Student Leader);
 - There is a faulty ventilation hood in Hildreth Hall which has caused serious health concerns for laboratory students. (Student Leader);
 - There are no adequate funds for furniture and equipment replacement in the residence halls. (Administrator); and
 - Up-to-date alumni mailing lists have been developed; efforts to start a new Alumni Association will soon be started. (Administrator).



WASHINGTON COUNTY TECHNICAL COLLEGE

PURPOSE

Like the other five campuses in the Maine Technical College System, Washington County Technical College has, as its primary objective, the goal of preparing students who will be responsible and productive members of society upon graduation. To accomplish this objective, students at Washington County Technical College are required to complete a combination of classroom study and work projects. The technical course offerings for each academic program are supplemented by necessary courses in math, communication, and personal finance.

The present curriculum at Washington County Technical College is unique in its focus on shorter, more intensive courses to meet the current employment needs of eastern Maine. At the present time, Washington County Technical College does not offer any of its own associate (2 year) degree programs.

HISTORY

Washington County Technical College was established as a result of a 1968 Bond issue which authorized the creation of a vocational-technical institute to meet the needs of the Down-East Area. The college, first known as the Washington County Vocational-Technical Institute, held its first classes in the Calais Armory in 1969. In 1970, the college moved to its present 400 acre campus on the River Road in Calais.

In 1977, Washington County Technical College underwent a significant expansion through the establishment of a Marine Trades Center located in Eastport. This facility features a wooden boat building program and other marine trades programs.

Washington County Technical College was first organized as a part of the Department of Education and Cultural Services and was under the policy jurisdiction of the State Board of Education. In 1986, Washington County Technical College was included as a part of the newly reorganized and independent Maine Vocational-Technical Institute System. Finally, in 1989, the college received its present name which was designed to reflect its status as a technical college.

PHYSICAL PLANT

Washington County Technical College is unique among the

colleges in the Maine Technical College System in that it has 2 separate campuses. The majority of the college is situated at the River Road Campus in Calais. As mentioned earlier, the college also has another campus in Eastport for its Marine Trade Center. A brief description of the current facilities for each campus is as follows:

Calais Campus

- Main Administration/Classroom/Shop Facility - this is the principal facility for the Calais Campus and consists of several discernible units:
 - Peter Pierce Wing - this part of the facility was constructed in 1969 and currently houses all administrative offices and the space needed for the following academic programs: Automotive, Building Construction, Electronics, and Food Service;
 - Julia Nault Wing - this part of the facility was constructed in 1974 and currently houses the space needed by the following academic programs: Diesel, Welding, Heating/Plumbing, and Residential Electricity. The snack bar is also located in this wing;
 - Unnamed Wing - the most recent part of this facility is unnamed and was completed in 1986. This wing currently provides the space needed for the Library and Related Subjects and Secretarial Studies Programs; and
 - Assembly Room - In addition, a large Assembly Room, located off the Peter Pierce Wing, was completed in 1986;
- Wood Harvesting/Heavy Equipment Mechanics Building - this building was constructed by students with materials donated by private industry. The facility was started in 1974 and built in stages with completion in 1978. Currently, this building has classroom and shop space for 3 academic programs: Wood Harvesting, Heavy Equipment Mechanics, and Heavy Equipment Operation. In addition, this facility houses the local office used by the University of Maine System to administer the ITV Network;

- Residence Facilities - Washington County Technical College has 2 residential complexes consisting of a total of 39 3-bedroom apartments. These two facilities were built in 1974 and 1978; and
- Farmhouses - there is also 1 farmhouse on the Calais campus. This farmhouse is leased to the Maine Indian Education Program.

Eastport Campus

There are three buildings which house the college's Marine Trade Center:

- Administration Building - houses administrative offices, meeting rooms, and a library;
- Main Building - houses classroom and shop facilities for the Boat Building and Marine Painting Programs. This facility also includes a modern paint shop facility which was completed in 1989 with a grant from the Economic Development Administration;
- Maintenance Building - houses the heating plant and maintenance space.

The 1989 Bond Issue included the following projects for Washington County Technical College:

<u>Project</u>	<u>Cost</u>
1. Replacement of pilings and cross-members on piers; Eastport Campus.	\$ 50,000
2. Roof repairs; Eastport Campus.	150,000
3. Construction of Multi-purpose building; Calais Campus.	<u>2,200,000</u>
Total	2,400,000

According to a recent report issued by the System Office, as of February 1, 1991, \$253,686.32 has been spent for planning purposes and the roof repair project.

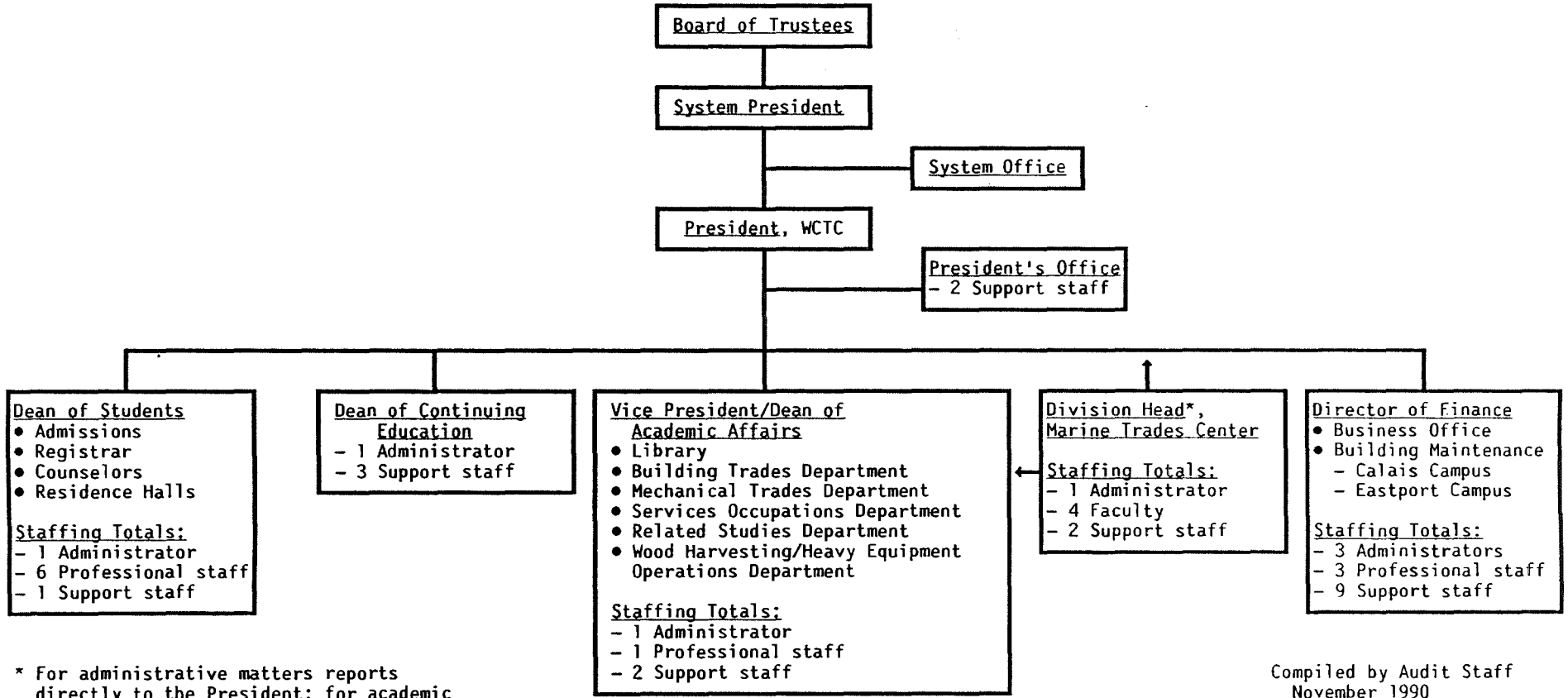
ORGANIZATION, SALARIES, AND STAFFING

Washington County Technical College is organized into 6 basic units: President's Office, Student Services, Continuing Education, Academic Affairs, Marine Trades Center, and Finance. Each of these organizational units are depicted in Diagram 12 and described briefly below:

- **President** - The President functions as the college's chief executive officer and reports directly to the System President. The current President is Mr. Ronald P. Renaud who has served in that position since June of 1983. The President has the services of 2 support staff positions;
- **Vice President/Dean of Academic Affairs** - This position oversees all of the college's academic programs. As in the other 5 colleges, this position has two functions. First, this position functions as a Vice President when the President is absent from campus for an extended length of time. Second, the most time consuming responsibility of this position is as Dean of Academic Affairs, i.e. the college's chief academic officer. Under the current organization of Academic Affairs, the incumbent, Mr. Douglas Richardson, oversees the following activities:
 - Library - staffed by one professional and one support staff position;
 - Building Trades Department - this academic department includes the following academic programs with their respective staffing levels:
 - Building Construction (one instructor who serves as Department Chair);
 - Residential/Commercial Electricity (one instructor);
 - Heating (one instructor); and
 - Plumbing (one instructor);

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- Mechanical Trades Department - this academic department includes the following programs with their respective staffing levels:
 - Automotive Technology (one instructor who serves as Department Chair);
 - Diesel Service (one instructor);
 - Heavy Equipment Mechanics (one instructor); and
 - Welding (one instructor);
 - Services Occupations Department - this academic department includes the following programs with their respective staffing levels:
 - Electronics Communications (one instructor who serves as Department Chair);
 - Food Service (one instructor); and
 - Secretarial Studies (one instructor);
 - Related Studies Department - this academic department includes the following programs with their respective staffing levels:
 - Drafting (one instructor who serves as Department Chair);
 - Math (one instructor);
 - Personal Finance (one instructor);
 - Technical Writing/Communications (one instructor); and
 - Developmental Studies (one instructor);
 - Wood Harvesting/Heavy Equipment Operations Department- this academic department includes the following programs with their respective staffing levels:

DIAGRAM 12
 MAINE TECHNICAL COLLEGE SYSTEM
 WASHINGTON COUNTY TECHNICAL COLLEGE
 ORGANIZATION AND STAFFING



* For administrative matters reports directly to the President; for academic matters reports to the vice President/Dean of Academic Affairs.

Compiled by Audit Staff
 November 1990

-
- Wood Harvesting (two instructors; one of whom serves as Department Chair); and
 - Heavy Equipment Operation (two instructors).
- **Dean of Continuing Education** - Unlike several of the other campuses, this unit is independent of Academic Affairs. The Dean of Continuing Education is the chief executive officer for Continuing Education. The incumbent, Mr. William Xerxa, reports directly to the President and has the services of 2 support staff positions. The Continuing Education Program at Washington County Technical College currently employs 19 adjunct faculty. During the fall of 1990, the Continuing Education Program offered 19 courses at the following locations:
 - Calais Campus;
 - Eastport Campus;
 - Machias High School;
 - University of Maine at Machias;
 - Sullivan Head Start Center;
 - Cutler Naval Communications Center;
 - Jonesport - Beal High School;
 - Indian Township Fire and Rescue; and
 - Moose Bec Lodge.
 - **Dean of Students** - At Washington County Technical College, the Dean of Students is responsible for a number of student services. The incumbent, Mr. David R. Sousa, has the services of one support staff position and oversees the following functions and activities:
 - Admissions (one administrator);
 - Financial Aid (one professional position);
 - Registrar (one professional and one support staff position);
 - Counseling (one professional position); and
 - Residence Halls (one professional position);
 - **Marine Trades Center** - As mentioned earlier, the Marine Trades Center is a part of Washington County Technical College but is located on a separate campus in Eastport. The Maine Technical College is headed by a Director, Mr. Thomas Duym. For academic matters, the Director

reports to the Vice President/Dean of Academic Affairs. The Director reports directly to the President for administrative matters. The Director has the services of 2 support staff and oversees the following programs:

- Boatbuilding (3 instructors); and
- Marine Painting (one instructor);
- Director of Finance - The Director of Finance functions as the college's chief financial officer. The incumbent, Ms. Lois Shelley, oversees the following operations:
 - Business Office - (staffed by 3 professional positions and 3 support staff positions); and
 - Building Maintenance (staffed by 6 positions at the Calais Campus and 2 positions at the Eastport Campus).

An analysis of salaries for Washington County Technical College employees is included as Appendix 5 . This analysis includes employee names, position, titles, age, years of services, gender, and current salaries. Salaries are rank ordered to assess the impact of age and gender.

For comparative purposes, FY 91 salaries for top-level administrative positions at Washington County Technical College have been aligned with FY 90 salaries for similar positions at comparably sized institutions of higher education:

<u>Position</u>	<u>FY 91 Salary</u>	<u>Median FY 90 Salary (National)</u>
• President	\$62,831	\$66,092
• Vice President/ Academic Dean	40,903	60,166
• Dean of Students	44,018	44,201
• Dean of Continuing Education	38,776	38,069
• Director of Finance	35,303	46,000
• Division Head, Marine Trades Center	44,584	N.A.

Full-time faculty salaries at Washington County Technical College have the following ranges:

- Low of \$26,536
- Median of \$34,330; and
- High of \$47,942.

ACADEMIC PROGRAM OFFERINGS

At the present time, Washington County Technical College does not offer any associate degree programs under its own name. However, the college does offer a two degree program through a cooperative arrangement with the University of Maine at Machias. An Associate Degree Program in Electronics and Business Technology is offered jointly by Washington County Technical College and the University of Maine at Machias. Students from either institution may enroll in this program; one year certification is obtained at Washington County Technical College and one year in managerial preparation is offered at the University of Maine at Machias.

Washington County Technical College offers the following one-year certificate programs:

- Automotive;
- Building Construction;
- Diesel Services;
- Heating;
- Heavy Equipment;
- Marine Painting;
- Plumbing;
- Residential Electricity; and
- Secretarial Studies.

Washington County Technical College also offers the following 6-month certificate programs:

- Welding;
- Advanced Welding; and
- Wood Harvesting.

Washington County Technical College also offers a 2-year diploma in Boat Building.

Finally, Washington County Technical College offers a Practical Nursing Program which is provided as a satellite program from Eastern Maine Technical College.

FINANCIAL DATA

Recent unrestricted expenditures for Washington County Technical College are as follows:

<u>Category</u>	<u>FY 89 (%)</u>	<u>FY 90 (%)</u>
Instruction	\$1,197,331 (55%)	\$1,328,314 (48%)
Public Service		
Academic Support	223,076 (10%)	237,465 (9%)
Student Services	189,318 (9%)	200,620 (7%)
Institutional Support	451,603 (21%)	495,979 (18%)
Operational & Maintenance	71,879 (3%)	455,709 (17%)
Scholarships	16,429 (1%)	11,004 (0.4%)
Auxiliary Enterprise	<u>45,471 (2%)</u>	<u>13,002 (0.5%)</u>
	\$2,195,007	\$2,742,093

Washington County Technical College has the following budgets for FY 91 (approved) and FY 92-93 (requested):

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>
Personal Services	\$2,334,670	\$2,454,297	\$2,567,867
All Other	622,037	705,733	800,919
Capital	25,752	90,000	125,000
Total Expenses	2,982,459	3,250,030	3,493,786
Revenues	339,800	271,950	274,450
Appropriation Request	2,642,659	2,978,080	3,219,336

In addition, Washington County Technical College is making the following Part II request for new and expanded programs for FY 92-93:

<u>Priorities</u>	<u>FY 92</u>	<u>FY 93</u>
1. Replace Perkins Funds to Fund Student Support Counselor.	\$ 43,300	\$ 45,400
2. Provide Funding for Maintenance Mechanic needed for new facility.	30,900	31,800
3. Provide funding for a new Associate Degree Nursing Program.	148,000	198,100

4. Provide funding for a new Aquacultural Technology Program.	<u>55,600</u>	<u>58,000</u>
Total	\$277,800	\$333,300

ENROLLMENT TRENDS

The following figures represent recent enrollment trends at Washington County Technical College:

	<u>Fall 87</u>	<u>Fall 88</u>	<u>Fall 89</u>	<u>Fall 90</u>
Full time Students	164	180	188	165
Part time Students	<u>98</u>	<u>43</u>	<u>187</u>	<u>155</u>
Total	262	223	375	320

In addition, to assess the extent to which sex equity issues have been addressed through enrollments, the following data has been included:

Full-Time/Part-Time Matriculated Student Enrollment 1990/1991

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Automotive	13 (100%)	0 (0%)	13
• Boatbuilding	13 (93%)	1 (7%)	14
• Building Construction	9 (100%)	0 (0%)	9
• Diesel Service	13 (100%)	0 (0%)	13
• Electronic Communications	8 (100%)	0 (0%)	8
• Heating	15 (100%)	0 (0%)	15
• Heavy Equipment Maintenance	9 (100%)	0 (0%)	9
• Heavy Equipment Operation	14 (100%)	0 (0%)	14
• Marine Electronics	5 (83%)	1 (17%)	6
• Marine Painting	8 (100%)	0 (0%)	8
• Plumbing	14 (88%)	2 (12%)	16
• Residential/Commercial Electricity	16 (100%)	0 (0%)	16
• Secretarial Studies	0 (0%)	18 (100%)	18
• Welding	27 (100%)	0 (0%)	27
• Wood Harvesting	<u>4 (100%)</u>	<u>0 (0%)</u>	<u>4</u>
Totals	168 (88%)	22 (12%)	190

For comparison purposes, this data has also been included with the figures from the other 5 colleges as Appendix 6.

RESULTS OF CAMPUS INTERVIEWS AND VISIT

On behalf of the Committee, staff visited Washington County Technical College from October 24 - 25.

The following interviews and meetings were conducted during the 2 day visit:

- Mr. Ronald Renaud, President;
- Tour of Marine Trades Center, Eastport Campus;
- Mr. Douglas Richardson, Vice President;
- Mr. David R. Sousa, Dean of Students;
- Mr. William Yerxa, Dean of Continuing Education;
- Meeting with the Advisory Council;
- Meeting with leaders of the Faculty Association;
- Meeting with representatives of collective bargaining units;
- Meeting with Student Leaders;
- Ms. Lois Shelley, Director of Finance;
- Mr. Robert McShane, Dormitory Counselor;
- Tour of Calais Campus with Mr. William Krider, Director of Maintenance; and
- Open meeting with Members of the College Community.

The following comments were made to committee staff during the 2 day visit. To help insure confidentiality, comments are attributed to classification such as "Faculty":

- An estimated two-thirds of the students at Washington County Technical College need remedial assistance.

Training equipment at the college is inadequate and in poor condition.

The State needs to reassess allocation of funding to the University of Maine System; the disparity of funding, relative to the Maine Technical College System, is shocking. The move towards 2 year degree programs at Washington County Technical College will require a doubling of resources. If the needed resources are not provided, the Washington County area, which has a lot of needs, will suffer dramatically. An affirmative rationing of resources is needed for Washington County Technical College; System President John Fitzsimmons may know this but the Board of Trustees probably doesn't.

Neither the State, the Maine Technical College System, nor Washington County Technical College have done a good job in getting women into non-traditional jobs. Two new Associate Degree Programs (Business and Management and Human Services) are being developed at the college which will help provide career opportunities for women.

Continuing Education at Washington County Technical College is well supported by the administration. The goal of the present Continuing Education Program is to ensure quality; the program employs well-credentialed adjunct faculty and makes use, whenever possible, of competency based curriculum. Continuing Education needs a different vision than the regular academic program; more of an entrepreneurial approach is needed. Continuing Education has a different focus and is more outwardly oriented.

Washington County Technical College needs better training equipment, a facility development program, and more remedial programming for students. The college is also in need of a Resource Development Officer; such a position would pay dividends. (Administrator);

- Residential life at Washington County Technical College is unique because of the apartment style residence facilities and the current lack of a recreational facility. There are not very many

activities scheduled or available for residential students during the evening hours. (Administrator);

- Many secondary regional vocational centers in the state are better equipped than the technical colleges. The Maine Technical College System should be provided with resources to purchase new equipment. (Comments from 2 faculty members);
- Problems in student life will be solved somewhat with the construction of the new multi-purpose building. (Faculty);
- Continuing Education is hampered by cost constraints. Presently, Continuing Education courses have to break even. These courses should be supported by the Legislature with a state subsidy. (Faculty);
- More academic programs are needed but the enrollment figures needed to finance such programming are not adequate. In addition, the college does not have any other revenue sources to support this needed programming. (Faculty);
- Most students that come to the college are struck by the friendly, informal atmosphere. The faculty are willing to help which creates a positive atmosphere. Students are attracted to the college by its low cost, hands-on training. The remote location of the college is a disadvantage. (Support Staff);
- Students at the college have one-on-one personal contact with faculty and staff. The atmosphere is friendly and familiar. (Student);
- The college's one-year programs are a good way to receive training. These programs provide the same content as 2-year programs at the other technical colleges, at one-half the time and cost. (Students);
- Students from Washington County Technical College are well trained and have practical skills. (Support Staff);
- The low student-to-teacher ratio at the college provides more contact time than at colleges with 2-year programs. (Faculty);

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- Washington County Technical College is the best technical college attended by this student; who has also been enrolled at 2 other schools. This college is much more personal. (Student);
 - More integration of the regular day-time academic program and Continuing Education needs to happen but this will not occur unless the Legislature provides more financial support. Continuing Education is an avenue for people, particularly in rural areas, to gradually get back into education. (Administrator);
 - The smaller Continuing Education classes are valuable in that they build confidence. However, current policy requires enrollment of at least 10 students to have a Continuing Education course. The training needs of smaller employers cannot be met by these existing Continuing Education enrollment requirements. (Administrator);
 - The separation from Department of Education and Cultural Services was painful, but worthwhile and necessary. In the former relationship, the college was dependent on many state employees and now has the chance to do these tasks themselves and more efficiently. However, the continued services and support from Bureau of Public Improvements, the Division of Risk Management, and the Bureau of Purchasing are helpful and necessary.

The transition from cash basis accounting to accrual accounting has been difficult. It is hard to find personnel who are experienced in accrual accounting. The System Office and Lynn Olson (Director of Finance and Administration), in particular, have been very helpful in developing the new system-wide policies and procedures. (Administrator);

- The college needs more of a public relations focus to focus public interest on the college.

The student Senate used to be in control over the use of the Student Activity fee. However, this fall, control over use of the fee was taken from the Senate without their prior knowledge. (Student);

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- The state needs to pay more attention to the needs of the Maine Technical College System; too much attention is given to the University of Maine System. (Student);
 - Out-of-state students have a great deal of difficulty in preparing for their state's licensure requirements. Is there a way for the college to teach this material? (Student);
 - Other technical colleges outside of New England have guaranteed job placement programs for their students. Washington County Technical College needs this type of program; all that is available is job counseling. In addition, area employers would like to have lists of eligible and qualified students. (Student);
 - There are problems in the residence halls when students from different programs are mixed together. The differing academic requirements create different studying needs. Many students would like to room with others from their own academic program. (Students);
 - The administration has been invited to send a representative to regular meetings of the Student Senate but this has not happened. The Student Senate would like to have more regular communication with the administration. (Student);
 - Academically, the college is a good school. From a social perspective, the college is really limited. After 5 p.m., there is not much going on with hardly any activities. The construction of the multi-purpose building will help. (Student);
 - Faculty at the college are well-regarded by students. Students do have problems with the administration, who does not listen. (Student);
 - The college does not have enough good instructional teaching aids. Some quality equipment exists but is either unused or uninstalled. Students are in need of good working models. (Student);
 - More on-the-job experiences should be built into

each academic program. Students are forced to find the existing job opportunities. This problem is closely related to the early cited lack of a job placement program. (Student);

- Washington County Technical College does not have a bookstore. As a result, students have to purchase books from an in-town retailer at very high prices. Also, there is no place to buy college materials such as academic supplies. A college bookstore could offer good work-study opportunities for students. (Student);
- From a collective bargaining perspective, System President John Fitzsimmons is very open and receptive. President Fitzsimmons is viewed very positively from within the Maine Technical College system.

Jay Lundquist (Director of Human Resources) tends to ignore certain problems and appears to hope that they will go away. Mr. Lundquist does not deal with problems in a timely fashion.

Faculty at the college are always given the opportunity to be professional and this is perceived as a responsibility by the faculty. The success of academic programs depends on faculty. The general attitude of the faculty is that if you try to do your job well then the administration will back you.

President Renaud's handling of the recent budget crisis solidified faculty support for him. His commitment to the school is appreciated.

Significant improvements have been made in the salary scale, but further improvements are still needed.

The college will soon experience a problem with the retirement of a large number of older faculty. The college will have trouble in attracting and retaining new faculty at the current salary levels. (Bargaining Unit Representative);

- System President Fitzsimmons was a very popular choice within the System.

The college is very close knit and functions like a family.

Present job descriptions are antiquated and restrictive; there is no realistic opportunity for advancement. The concept of a career ladder is non-existent.

The current trend in Continuing Education is towards academic programming. This should be changed and oriented to more of a focus on technical trades.

Most college employees are still forced to augment their income because of low salaries. (Bargaining Unit Representative);

- Faculty supported the separation from Department of Education and Cultural Services before the administration was in favor of it. There has been better and more direct collective bargaining since the separation.

The goal of the college is to produce employable people.

Present Washington County Technical College graduates can go out and make a salary which is three times greater than that paid to a faculty member. It is hoped that the System cares enough to retain good faculty members.

More money is needed for in-service training efforts for faculty.

The Continuing Education program is required to be self supporting, and as a result, is going down hill. Continuing Education has a directive to make a profit and this policy will not work. The Legislature must fund Continuing Education or else the college will not be able to provide needed programs. (Bargaining Unit Representative);

- This college features the best working relationship between labor and administration in the System. President Renaud is the key to this success and plays a crucial role in the college.

The current Vice President has not fit in well

and is perceived by many to be a stumbling block in the overall process. President Renaud is successful in motivating employees; the current Vice President is not.

There is concern about the apparent effort to attract individuals with Phd. credentials as campus Presidents. It is hoped that the System will not get off-course or lose sight of its mission to provide technical education. (Bargaining Unit Representative);

- The current Vice-President does not really know or understand how the college works; the President does. (Bargaining Unit Representative);
- The position of Assistant Dean of Students was newly created this year. This position will be focusing on recruiting/counseling, marketing, publications, and development/grant writing. The creation of this position will allow the Dean of Students to work on student programming, arrange student tutoring, administer attendance policies, work closely with students, and assist in grant writing.

President Renaud's style is very relaxed but effective. He always knows how to have decisions go in the direction that he thinks are best. President Renaud has the capacity to be authoritarian when he feels it is necessary.

The System Office does an excellent job and represents a big improvement over the services provided by the Department of Education and Cultural Services. System President John Fitzsimmons is a "doer". The new financial policies and procedures have worked well and for the first time are providing managers with monthly budget status reports. The System-wide work plan is right on target and President Fitzsimmons is making sure that the plan is being carried out and has surrounded himself with people of action.

Washington County Technical College is the least "technical" of all the colleges in the System, but may not be able to remain that way. Currently, the college tries to offer programming to anyone who wants it. The college

has lots of students with poor academic backgrounds and tries to serve as many of them as possible. The college has tried to be "the school that gave people the chance". The drawback to this approach is that it requires a lot of student support services which don't currently exist at the college.

The college desperately needs more funding for developmental and remedial assistance, and could be doing a lot better job in these areas if it had the resources.

The college also has a significant need for decent, up-to-date technical equipment. For example, the Heavy Equipment Operation Program is currently using broken-down, salvaged, and outdated equipment. (Administrator);

- From a faculty perspective, there are no qualms with the campus administration. This administration is the best that this individual has ever worked for. Morale among the faculty is pretty good overall. However, the faculty are often appalled at the very low academic level of many students. The high schools are not to be blamed for this; rather they should be commended for doing as much as they can with students.

Courses at the college should be upgraded to further improve morale. Competency based education stresses accountability.

Morale in the System has improved 1000% since John Fitzsimmons took over as System President. He is accessible and responsive.

President Renaud is very popular with faculty; every faculty member would, "walk the plank for him". President Renaud cares about people a lot and makes sound and well grounded decisions.

The Maine Technical College System is forced to function in an environment which responds to perceived crises. The crucial problem is that there already is a full blown crisis in the national job market but it has not yet been perceived or acknowledged. There is a dire need for adequately trained workers in many technical fields.

Here in Maine, industry needs the training provided by the Maine Technical College System particularly with regards to safety issues. Maine is the unsafest state in the country to work in. The Maine Technical College System should be a leader but is not given the necessary resources to develop the safety training efforts needed in the state. (Faculty);

- The community is very proud of Washington County Technical College; its graduates find jobs throughout the state. Graduates of most 4-year colleges will usually leave their state whereas many Washington County Technical College graduates stay in the region. Washington County Technical College is extremely important to the region; without the college, many individuals would not have any chance for further education. The college is still in transition as an educational institution.

The local housing financing industry has helped the college building construction program and has never had a single complaint about the workmanship in any of the houses sold. This fact speaks to the high quality of the college's students and instructors.

The college has had very limited resources. The new multi-purpose facility will help the school's recruiting effort. It is important to keep upgrading the different campuses.

Even in the age of computers, there is still a need for basic, technical skills which the college helps to fulfill.

The need for 2 year degrees is becoming more and more apparent and the college will respond to the region's needs. (Member of Campus Advisory Committee);

- Washington County Technical College is extremely valuable to the region. People in the area are very proud of the college. There is a real concern about increasing costs in the public sector; When will these cost increases come to an end? This individual would like to see State Government and the Maine Technical College System run like a private business.

The college is very supportive of local business and has helped to upgrade tradesmen. The Advisory Committee is unanimous in their support for the college. The morale at the college is extremely high. (Member of Campus Advisory Committee);

- The Maine Technical College System needs to do a better job in sharing its resources; there is a need to move programs and loosen restraints.

Washington County Technical College does a good job in being flexible. The college's biggest strength is its ability to meet the needs of students and the community.

The college needs to provide services to the western end of Washington County and to other remote regions.

Most area tradespeople are graduates of Washington County Technical College.

There is a current need for an associate degree program in Pulp & Paper Technology. From the perspective of a major paper making firm, such a degree would need the firm's current need for higher trained, multi-skilled workers. That firm also values the college's work in providing the Apprenticeship Program. The college does a good job in balancing traditional trades with "cutting edge" technology and trades. (Member of Campus Advisory Committee);

- The college is very responsive to the needs of students and the community. The college has helped the local marine industry, and the regional economy, to have a well-trained work force.

The Marine Trades Center is run like a business and as a result, its graduates are ready for work. (Member of Campus Advisory Committee);

- Prior to the establishment of Washington County Technical College, there were no training programs in the region. The current evening programs are a tremendous resource to non-traditional students.

The future growth of the shipping industry in Eastport will be assisted by the Marine Trades Center.

The college's future 2-year degree programs will need to be designed to dovetail into 4 year degree programs offered by the University of Maine System. (Member of Campus Advisory Committee);

- The System needs to work towards change in an incremental fashion. Faculty needs to be worked with to promote an understanding of what realistically can be done with the available resources. Too often alot of work will be put into a well conceived and much needed program for which there is no realistic hope of funding resources.

There is a good working relationship at the college between administration and faculty. However, some faculty are cynical about sincere efforts to change.

President Renaud's style is participatory and he is skillful at leading people in the direction that he wants without being authoritarian. Decision making at the college operates in a collective, informal fashion.

The relationship between Academic Affairs and Continuing Education at the college is not bound by any strict hierarchy. The adjunct faculty used for Continuing Education courses are well qualified; some having Master's degrees.

The college's future growth is linked to its ability to offer associate degree programs to those who need them. The problem with the current one-year programs is that students are being remediated simultaneous to the completion of their actual academic program.

The college's biggest need is for resources to do an adequate job. (Administrator);

- Initially, there was a great deal of anxiety about the separation from Department of Education and Cultural Services. System

President Fitzsimmons' style of involving people at all levels has restored morale and confidence throughout the System. The currently positive direction of the System can be attributed to President Fitzsimmons' leadership.

The System Office has been successful in developing financial procedures and policies. The current policies are well supported by the System Office and are practical, solid, and well thought out.

The first phase in the college's history involved the establishment of the institution and the unique program offerings which were shorter and more intensive than programs offered at the other technical colleges. The college's second phase is just now beginning and it involves a process of self examination. This self examination will address the regions growing need for 2-year programs. The college's future growth and direction will continue to reflect the unique character of the region and will avoid a more "traditional" technical college image. (Administrator).

RECOMMENDATIONS AND FINDINGS

STATUTORY 56. Continue the Maine Technical College System under the provisions of the Maine Sunset Law.

Current Maine Law [3 MRSA §927 (2) B (15)] identifies the Maine Technical College System as an "Independent Agency". Under the terms of the Sunset Law, all independent agencies are required to be expressly continued in law, or else they will be automatically terminated.

The Joint Standing Committee on Audit & Program Review has conducted a comprehensive year-long review of the manner in which the Maine Technical College System has been organized and administered. As in past review efforts, the Committee has focussed on statutory mandates, operational procedures and organizational efficiencies. To obtain this information the Committee's efforts have included the following:

- comprehensive literature review;
- numerous interviews conducted with individuals within and outside the Maine Technical College System;
- legislative survey;
- trustee survey;
- attendance at all recent Board of Trustees meetings;
- monthly meetings of the Subcommittee charged with the review of the Maine Technical College System;
- written invitations sent to all constituencies involved with the System to comment upon the System; and

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- 2 day visits by Committee members and staff to each of the six campuses.

As evidenced by the contents of this report, the Committee has used this information to generate an accurate and complete overview of the System. In doing so, the Committee found that there is a continuing and compelling need of the people of the State of Maine to have a high quality public institution of post-secondary technical education. The Committee further found that the Maine Technical College System is a public institution which has worked diligently to provide this type of post-secondary technical educational programming. Therefore, the Joint Standing Committee on Audit & Program Review finds that the Maine Technical College System should be continued under the provisions of the Maine Sunset Law.

STATUTORY

57.

Remove the requirements that one member of the Board of Trustees must also be a member of the University of Maine System Board of Trustees and that one member also be a member of the State Board of Education.

Current law (20-A MRS §12705) states that the Board of Trustees for the Technical College System must include a member from the State Board of Education and a member from the Board of Trustees of the University of Maine System. In addition, the Commissioner of Education is specified as an ex-officio, voting member of the Board of Trustees.

In comparison, the Committee found that neither the Board of Education nor the University of Maine System Board of Trustees have equivalent cross-membership requirements. The Commissioner of Education shares governing responsibilities for elementary/secondary education with the State Board of Education and is included as an ex-officio voting member of the Board of Trustees of the University of Maine System.

The Committee found that the current statutory requirement that the Board must have members from the University of Maine

System Board of Trustees and the State Board of Education detracts from the overall status of the Maine Technical College System as an equal partner in the effort to provide public education programming to the people of the State of Maine. This unequal status is underlined by the fact that neither of these other 2 governing bodies are required to have a member from the Maine Technical College System Board of Trustees.

The Committee further found that the current membership requirements with regards to these two other boards serves no useful purpose. Each of the 3 boards appear to have entered into relationships which are cooperative and communicative.

The Committee recommends that current law be amended to remove the requirements that one member of the Board of Trustees must also be a member of the University of Maine Board of Trustees and that one member also be a member of the State Board of Education.

STATUTORY

58.

Repeal the requirement that the Board of Trustees must report to the Legislature any cumulative transfers of more than 10% between line categories.

Under the provisions of current law (20A MRSA §12706), the Board of Trustees for the Maine Technical College System has the following requirement:

"Cumulative transfers between line categories in excess of 10% of either the sending or the receiving category of the system operating budget shall be reported to the Joint Standing Committee of the Legislature having jurisdiction over appropriations and financial affairs and to the Joint Standing Committee of the Legislature having jurisdiction over education prior to becoming effective."

Upon review, the Committee found that although the law specifically refers to transfers between "line categories", the phrase "line categories" is not defined in current Maine law. The Committee found that "line categories" are generally understood to refer to the major budget categories such as

Personal Services, All Other, and Capital. The Committee concluded that it is doubtful that, on a System wide basis, transfers of 10% or more would ever take place between line categories.

In addition, this statutory requirement may be at odds with the overall legislative intent of having a Technical College System which is largely autonomous from state government. Aside from its statutory authorization of the Maine Technical College System, the Legislature's strongest link to the System is its appropriation of significant General Fund monies to the System. It is important to emphasize that the Legislature appropriates funds to the Maine Technical College System in a single lump sum under the category of All Other. The Legislature does not appropriate funds to the System by individual line categories.

The Committee further found that this statutory requirement regarding the funds transferred by the Maine Technical College System appears to be unique among the institutions of public higher education in the state; neither the University of Maine System nor the Maine Maritime Academy have such a mandate.

According to the Joint Standing Committee on Appropriations and Financial Affairs and the present and former Directors of Finance for the Maine Technical College System, compliance with the reporting requirement has not occurred.

In conclusion, the Committee found that there is not any current or foreseeable need to have the Board of Trustees report to the Legislature on these types of transfers and that this requirement intrudes on the autonomous relationship which is necessary for the Board of Trustees to function effectively. Therefore, the Committee recommends repeal of the requirement that the Board of Trustees must report to the Legislature any cumulative transfers of more than 10% between line categories.

STATUTORY	59.	Decrease the required number of Board of Trustees meetings from 10 to 6.
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Current law [20A MRSA §12705 (6)] requires that the Board of Trustees meet at least 10 times per year. In addition, the Board is authorized to meet at the call of the chairman and at the request of a majority of Board members.

Since its creation in 1985, the Board of Trustees has met the following times:

- 1985 - 3 times;
- 1986 - 12 times;
- 1987 - 13 times;
- 1988 - 8 times;
- 1989 - 10 times; and
- 1990 - 10 times.

In comparison, the Board of Trustees for the University of Maine System does not have a statutory requirement for a minimum number of meetings per year. The State Board of Education is required to meet at least quarterly.

Upon review, the Committee found that the present requirement that the Board meet at least 10 times per year is not necessary and may result in an inefficient use of time and resources. There may be times when the Board simply does not have enough business to warrant a meeting. The Committee further found that the Board should be required to meet at least 6 times per year and that any need for additional meetings are already authorized under current law.

Therefore, the Committee recommends that current law be amended to decrease the required number of Board of Trustees meetings from 10 to 6. In making this recommendation, the Committee intends to review the number of meetings held by the Board when the compliance review occurs in a year's time.

STATUTORY

60.

Allow the Board of Trustees to establish policies relating to the setting of various financial charges by each technical college.

Current law [20A MRSA §12706 (7)] authorizes the Board of Trustees, "to establish and collect fees, tuition, and other charges ...".

In comparison, the Committee found that the Board of Trustees for the University of Maine System does not have a

specific statutory mandate to set fees and charges. Instead, that Board is broadly authorized as the governing and planning body for the University System.

The Committee further found that it may not be appropriate to have the principal governing and policy making body for the System to be burdened with the responsibility of approving every fee charged by each of the six campuses. Such a responsibility is likely to result in an inefficient use of the Board's time. Instead, the Committee concluded that to maximize the use of the Board's time and resources, the Board should be authorized to set policy by which the different colleges could set the various fees which they routinely charge for various services.

Therefore, the Committee recommends that current law be amended to all the Board of Trustees to establish policies relating to the setting of various financial charges by each technical college.

STATUTORY	61.	Allow campus presidents to appoint their senior management teams.
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Current law [20A MRSA §12706 (11)] authorizes the Board of Trustees to appoint, "... the System President, the presidents, vice presidents, deans and directors of finance of the colleges." Additional provisions of current law [§§12712 (2) and (3)] further iterate this authority.

Upon review, the Committee found that the Board of Trustees for the University of Maine System has statutory authority to appoint the Chancellor and campus Presidents. By implication, the campus Presidents in the University System are authorized to appoint the other campus officers and staff.

The Committee found that the present authority of the Board to appoint the campus vice presidents, deans, and directors of finance results in a situation in which the individuals filling these positions are appointed by the Board but work for the campus presidents. The Committee concluded that this situation has considerable potential for a less than clear line of authority and may interfere with the ability of campus presidents to select their own senior management team and have those individuals be directly accountable to the campus presidents. The Committee points out that the Board of Trustees has ultimate responsibility

for all phases of the System's operation, and that the campus presidents would be directly accountable to the Board if they were given the authority to select their senior management teams.

Therefore, the Committee recommends that current law be amended to allow campus presidents to appoint their senior management teams.

STATUTORY	62.	Repeal the inaccurate provision in current law which specifies that the Board of Trustees is responsible for coordinating and administering the federal Job Training Partnership Act.
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Current law [20A MRSA §12706 (16)] authorizes the Board of Trustees to serve as the "administrative agency for state education coordination and grant funds authorized under the United States Job Training Partnership Act".

Upon review, the Committee found that the Board has never functioned as the state administrative agency for the United States Job Training Partnership Act. Instead, the Committee found that the Human Resource Development Council, under the Department of Labor, has functioned in this capacity. The Committee further found that the Council's responsibility for the Job Training Partnership Act is clearly stated in Maine law:

"The Human Resource Development Council shall perform all duties and responsibilities of the State Job Training Coordinating Council as defined in the United States Job Training Partnership Act, Section 122." [26 MRSA §2005 (1)]

The Committee concluded that the Board's statutory responsibility to administer certain parts of the federal Job Training Partnership Act is inaccurate and is in conflict with the previously cited provision in state law. Therefore, the Joint Standing Committee on Audit & Program Review recommends repeal of the inaccurate provision in current law which specifies that the Board of Trustees is responsible for coordinating and administering the federal Job Training Partnership Act.

STATUTORY

63.

Allow the Board of Trustees to review and approve, when necessary, procedures developed by the System President.

Current law [20A MRSA §12707 (1)] specifies that the System President is responsible for developing operational policies, procedures, and goals for approval by the Board of Trustees.

In comparison, the Committee found that the Chancellor for the University of Maine System is statutorily authorized to exercise those powers and responsibilities that have delegated to that position by the Board of Trustees.

The Committee further found that as the governing and policy making body for the Maine Technical College System, it is not necessary for the Board to approve every policy and procedure developed by the System President. As the System's Chief Executive Officer, the System President is routinely involved in approving many policies and procedures which are not of major significance.

The Committee found that it is inefficient to require that the Board must approve all policies and procedures developed by the System President. Instead, the Board of Trustees should be authorized to review all policies and procedures and, when necessary, approve them. The Committee concluded that having the System President's decisions be subject to Board review and possible approval, is a much more efficient use of time for both the Board and the System President.

Therefore, the Committee recommends that current law be amended to allow the Board of Trustees to review and approve, when necessary, procedures developed by the System President.

STATUTORY

64.

Allow the presidents of each technical college to make rules for the on-campus control of the movement and parking of vehicles.

Current law [20A MRSA §12711 (7)] specifies that the Board of Trustees may establish guidelines by which each President may establish rules to govern vehicular traffic and parking. In addition, this provision establishes that the Board of Trustees may adopt the provisions of 30A MRSA §3009 (1) C which relates to prima facia evidence and a procedure by which court action can be waived by payment of specified fees.

The Committee found that the regulation and control of on-campus vehicular traffic, is not an appropriate responsibility for a governing and policy making entity such as the Board of Trustees. The Committee also found that it is inefficient for the Board to use its time on this type of decision making. Instead, the Committee concluded that all aspects of on-campus vehicular traffic control and parking, as well as the responsibility for administering the provisions of 30A MRSA §3009 (1) C, should be the responsibility of the various campus presidents.

Therefore, the Committee recommends that current law be amended to allow the presidents of each technical college to make rules for the on-campus control of the movement and parking of vehicles.

STATUTORY	65.	Repeal the provision of current law which requires the Chair of the Board of Trustees to present an annual report to the Joint Standing Committee on Education.
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Current law (20-A MRSA §12118) requires that the Board of Trustees must submit an annual report to the Legislature each year. The provisions of this law specify that:

"The report shall be presented by the chairman before the joint standing committee of the Legislature having jurisdiction over education."

Upon review, the Committee found that the Chair of the Board of Trustees has never personally presented the Board's annual report to the Joint Standing Committee on Education. Instead, the report has been submitted to the Committee by January 1st of each year as required by law.

The Committee found that it is not necessary to require that the Chair of the Board of Trustees personally present the annual report to the Committee on Education. The Committee notes that given the recent degree of cooperation and communication between the Maine Technical College System and the Legislature, it is likely that the Chair would promptly respond to any request from the Education Committee to discuss aspects of the submitted report.

Therefore, the Committee recommends the repeal of the provision of current law which requires the Chair of the Board of Trustees to present an annual report to the Joint Standing Committee on Education.

STATUTORY	66.	Repeal the provision of current law which requires a detailed analysis as a part of the annual report to the Legislature.
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Current law [20-A MRSA §12718] requires that the Board of Trustees shall prepare and submit an annual report. This report is to be submitted to the Governor and the Joint Standing Committee on Education and Appropriations and Financial Affairs. By law, the report is to include 7 parts:

1. Budget expenditures - expenditures for the past fiscal year and projected expenditures for the current fiscal year;

2. Current enrollments - current enrollments by program for each college;

3. Description of new courses or curricula;

4. Description of activities - description of all activities undertaken to coordinate vocational education across the state;

5. Analysis - an analysis of the quality, growth, effectiveness, labor market impact, and priority of college programs which have been developed in terms of planning factors and criteria adopted by the Board. The factors and criteria may include:

A. Suitability as indicated by licensing requirements, general educational development, specific vocational preparation levels, national surveys, career information delivery system, and occupational outlook handbook recommendations and alternate training environments;

B. Need as indicated by economic development targets, regional and local perspectives, duplicate training programs and enrollment and application levels, ratios and trends;

C. Employment outlook as indicated by employment levels, attrition rates, growth rates, occupational supply and demand ratios, cyclical trends, and economic and technological developments;

D. Work values as indicated by wage levels, fringe benefits, working conditions, seasonal factors, accessibility, and equity;

E. Career potential as indicated by turnover rate, dropout rate, burnout rate, career ladders, skill transferability, self-employment opportunities, and supervisory opportunities;

F. Program effectiveness as indicated by student-to-teacher ratio, completion rate, labor market entry rate, student satisfaction, and employer satisfaction;

G. Program impact as indicated by related placement rate, unrelated placement rate, unemployment rate, and placement and unemployment trends; and

H. Cost as indicated by total cost, cost per student, cost per placement, special funding support, and equipment replacement rates.

6. List - a list of prioritized needs of the colleges; and

7. Other information - other information deemed significant by the Board of Trustees.

Upon review, the Committee found that the analysis requirement (#5) represents a level of detailed information which is not likely to be useful on a practical level to either the Governor or the Legislature. In addition, the Committee found that this requirement necessitates the use of a lot of valuable

staff time which might be more effectively used to accomplish the System's overall mission. The Committee notes that much of this material may already be available through the System's strategic plans and other publications. Finally, the Committee suggests that the System has recently demonstrated its willingness to comply with requests for information emanating from the Legislature.

Therefore, the Committee recommends the repeal of the provision of current law which requires a detailed analysis as a part of the annual report to the Legislature.

STATUTORY	67.	Require that the Maine Technical College System distribute copies of each system-wide strategic plan to all members of the Legislature.
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During the course of the review of the Maine Technical College System, the Committee spent a significant amount of time in reviewing the ongoing strategic planning effort that the System is engaged in. As evidenced in several of the recommendations included in this report, the Committee has attached a great deal of significance to the need for well conceived strategic planning efforts. In keeping with that assessment, the Committee concluded that System-wide strategic plans are of great interest to all members of the Legislature and should be distributed to each legislator.

Therefore the Committee recommends that new law be enacted to require that the Maine Technical College System distribute copies of each systemwide strategic plan to all members of the Legislature.

STATUTORY	68.	Repeal an obsolete provision of current law which requires the Board of Trustees to establish certain requirements for different types of driver education.
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Current law [20A MRSA §12719] requires that by 12/31/89, the Board of Trustees must have developed curriculum and instructor qualification requirements for driver education, truck driver education, and heavy equipment operation. Upon review, the Committee found that this requirement has been complied with in accordance with the deadline specified in the law. The Committee further finds that the Board's compliance renders this particular provision to be meaningless and obsolete.

Therefore, the Committee recommends the repeal of an obsolete provision of current law which requires the Board of Trustees to establish certain requirements for different types of driver education.

ADMINISTRATIVE 69.

Direct that the Board of Trustees develop organizational mechanisms designed to significantly improve communication between the Board and faculty and students with discussion and consideration towards including student representation on the Board. Report to the Joint Standing Committee on Audit and Program Review during the compliance review on what mechanisms have been developed.

As mentioned earlier, the Committee used an evaluation tool, known as the "Self Study Criteria," to have the members of the Board of Trustees assess their own performance. One of the discernible trends emanating from the results of that evaluation identified the lack of an adequate mechanism for regular communication and exchange of information between the Board and faculty and students.

Upon review, the Committee found that the Board does not have either a student or faculty member. By board policy, the Board's working Committees on Educational Policy and Finance and Facilities include 2 campus representatives (one administrator and one faculty member) and 2 members from either campus advisory councils, student senates, or the public. Each of these members has full voting privileges.

In comparison, the Board of Trustees for the University of Maine System includes a student as a voting member. The University System Board includes students and faculty on several of its working committees but does not allow these members to have voting privileges.

The Committee found that although the Board has proactively sought to include students and faculty in a number of its activities, mainly through their inclusion as voting members on several of the Board's committees, there is still a significant need for better communication and more avenues of participation. The Committee further found that the Board itself should generate a number of proposals to help improve this situation.

Therefore, the Committee recommends that the Board of Trustees develop organizational mechanisms designed to significantly improve communication between the Board and faculty and students with discussion and consideration towards including student representation on the Board. Report to the Joint Standing Committee on Audit & Program Review during the compliance review on what mechanisms have been developed.

ADMINISTRATIVE 70.

Direct that the Board of Trustees develop a Policy and Procedures Manual. Submit that manual to the Joint Standing Committee on Audit and Program Review by September 1, 1991.

Like any sizeable bureaucracy, the Maine Technical College System is administered by a series of policies and procedures. At the present time, the system wide policies used by the Maine Technical College System come from a variety of sources. When the Maine Technical College System was separated from the Department of Education in 1986, the authorizing legislation included a transition provision which stated the following:

"All rules and procedures currently in effect and operation pertaining to the vocational-technical institutes within the Bureau of Vocational Education shall remain in effect until rescinded or amended by the Board of Trustees of the Maine Vocational-Technical Institute System" (P.L. 1986, Ch. 695, §20).

Accordingly, the Maine Technical College System inherited an "Administrative Manual" from the Department of Education. Upon review, the Committee found that this manual is outdated with obsolete references to the State Board of Education as the governing authority for the technical colleges. In addition, there are many references to procedures that were specifically designed for the Department of Education's structure and process and have no relevance to the technical colleges.

The Committee also found that the Board of Trustees has developed a number of system wide policies since 1986. However, these policies have been developed on an as-needed basis and do not cover many of the areas covered in the Administrative Manual. In addition, the Board's policies are not available in a uniform compilation which is available for use by members of the System. Instead, in order to keep track of the policies approved by the Board, an individual must compile the policies as the Board approves them.

Therefore, in practice, an individual wanting to know about a system-wide policy would first have to consult the outdated Administrative Manual to find out if a particular policy for a specific topic ever existed. If it did exist, then it is likely to be completely out-of-date. It would then be necessary for that individual to check to see if the Board has approved a new policy which has replaced the old one, again assuming that the individual had maintained a complete compilation of board approved policies.

In conclusion, the Committee found the Maine Technical College System does not have a comprehensive, up-to-date Policies and Procedures manual which is reasonably accessible to individuals within the System. The Committee notes that the Director of Finance and Administration within the System office is developing an Accounting Procedure Manual. Though not complete, this manual is a commendable effort to develop system-wide financial policies and procedures.

The Committee further found that there is a significant need for the Board of Trustees to develop and approve a set of system-wide policies and procedures which is easily accessible throughout the System for reference by employees, students, and members of the public. Therefore, the Committee recommends that the Board of Trustees develop a Policy and Procedures Manual and submit that manual to the Joint Standing Committee on Audit & Program Review by September 1, 1991.

ADMINISTRATIVE 71.

Direct that the Board of Trustees formally review for approval purposes the existing philosophy/mission statements currently being used by each technical college. Include subsequently approved mission statements in the Board's Policy and Procedures Manual.

Upon further review of the "Self Study Criteria" which the Committee distributed to Board members to assess their own performance, the Committee found that the Board has not adopted, as formal Board policies, mission statements for each college. Campus mission statements are traditionally used to succinctly identify the particular educational purpose of an institution of higher education.

Upon review, the Committee found that current law (20-A MRSA §12703) does include a mission statement for the System as a whole:

"The basic mission of the Maine Technical College system is to provide associate degree, diploma and certificate programs directed at the educational, occupational and technical needs of the State's citizens and the workforce needs of the State's employers.

The primary goals of post-secondary vocational-technical education and the Maine Technical College System are to create an educated, skilled and adaptable labor force which is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development."

The Committee also found that each of the catalogs published by the technical colleges include a statement of philosophy or mission for that particular campus. However, the Committee noted that there is not any indication that the Board has formally approved these statements.

In comparison, the Committee found that the Policy and Procedures Manual for the University of Maine System contains a

separate Board approved mission statement for each campus. Each mission statement includes a statement of philosophy which is unique to a particular campus, as well as a list of approved educational programs.

The Committee found that it is important for each campus within the Maine Technical College System to have a clearly articulated mission statement which has been approved by the Board of Trustees. The Committee notes that given the basic mission of the System to provide a post-secondary technical education program, that the basic mission of each technical college may be very similar, if not identical. The Committee also notes that the existing mission statements may very well reflect the sentiment of the Board, but, if so, these statements need to be included in the Board's soon-to-be-developed Policy and Procedures Manual.

Therefore, the Committee recommends that the Board of Trustees formally review, for approval purposes, the existing philosophy/mission statements currently being used by each technical college and include subsequently approved mission statements in the Board's Policy and Procedure Manual.

ADMINISTRATIVE 72.

Direct the Board of Trustees to develop a written policy regarding the review of existing academic programs. Report to the Joint Standing Committees on Audit and Program Review and Education by September 1, 1991.

As the statutorily authorized governing and policy making body for the Maine Technical College System, the Board of Trustees is responsible for offering "... courses of study, grant diplomas and certificates on completion of courses of study, confer associate degrees based on 2 years of instruction..." [20-A MRSA §12706 (15)].

To help accomplish this task, the Board of Trustees has developed a policy on Program Planning and Discontinuance. As its name implies, this policy has two components. The first component is concerned with the approval of new academic programs and outlines a process of planning and development that each

newly proposed academic program must go through before gaining final Board approval and subsequent implementation.

The second component of the Board's Policy on Program Planning and Discontinuance provides a process by which an academic program can be formally discontinued by the Board. The discontinuance policy is predicated on the existence of several circumstances:

- lack of employer satisfaction with recent graduates;
- lack of progress in meeting national professional standards; and
- a declining enrollment over 2 years which is less than 50% of targeted enrollment.

If the Board determines that these circumstances exist, the campus offering the educational program in question is required to initiate a sequential review process which is identical to the one used for new program approval. The campus also has the option of correcting identified deficiencies by a specified date.

Upon further review, the Committee found that the Board does not have a policy concerning the review of existing educational programs. The Committee noted that the Board itself has recognized the lack of such a policy by accepting a report in February of 1989 from its Educational Policy Committee stating its intention to undertake a long-range task to "... develop guidelines to provide uniformity in the review of programs at each campus."

In comparison, the Committee noted that the University of Maine System Board of Trustees has written policies dealing with initial program approval, routine program review, and program discontinuance. In brief, the approval and discontinuance policies are somewhat similar to those used by the Maine Technical College System. The program review policy for the University System specifies a process by which all academic programs are to undergo formal review once every 10 years.

In conclusion, the Committee found that the routine review of existing academic programs is crucial to ensuring that programs are relevant and well-administered. In addition, without a clearly stated system-wide policy of academic program review, it is likely that different campuses will adopt different, and perhaps, inconsistent policies which will hinder the effectiveness and credibility of the entire System. The Committee also found

that the need for a policy on the review of existing academic programs is immediate and that the Board should act promptly to develop such a policy.

Therefore, the Committee recommends that the Board of Trustees develop a written policy regarding the review of existing academic programs. Report to the Joint Standing Committees on Audit & Program Review and Education by September 1, 1991.

ADMINISTRATIVE 73.

Direct the Board of Trustees to develop a formal plan to eliminate the room and board subsidy over the next 3 - 4 years. Report to the Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education with the plan by September 1, 1991. Further recommend that the Board of Trustees include a status report on the subsidy issue in its annual report to the Legislature.

As the System's governing and policy-making body, the Board of Trustees is authorized, "... to establish and collect fees, tuition and other charges" [20A MRSA §12706 (7)]. A substantial component of this fee charging authority is the responsibility for setting room and board rates. Most recently, in March of 1990, the Board approved an increase of the room and board fee from \$2,150 to \$2,400. This fee increase, which became effective in the fall of 1990, was, in part, necessitated by the ever-rising cost of providing these services.

However, upon close review, the Committee found that since its creation as a semi-autonomous agency, the Maine Technical College System has charged a room and board fee which does not cover the costs of providing these services. According to recent figures provided to the Committee by the System Office, the actual annual cost of room and board is \$3,186; \$1,869 for food and \$1,317 for housing. Therefore, the Committee found that the System has been subsidizing the actual cost of room and board. Prior to the aforementioned fee increase the System was absorbing a loss of \$1,036 for each full-time boarding student. With the

recent fee increase, the loss has been reduced to \$786 per full-time boarding student. When the latter figure is multiplied on a proportional basis by the exact numbers of students using these services, the Committee found that the total cost of subsidizing room and board is more than \$470,000.

As noted earlier in this report, the principals of public higher education finance generally dictate that educational and general activities (E & G) will be supported mostly through tuition and state tax dollars. On the other hand, auxiliary enterprise functions such as dormitories and dining commons are supposed to be totally self supporting, i.e. they are to be funded solely by the revenues they generate and do not rely on tuition or state tax dollars.

In reviewing the System's level of subsidization of room and board costs, the Committee concluded that the only 2 funding sources which conceivably could be used for the subsidy purpose are state appropriations and tuition and fees. In FY 89, state appropriations totaled \$21,419,654 and tuition and fees raised approximately \$4,853,668. Taking these figures on a proportional basis, the Committee estimates that state appropriations will cover some \$381,061 and tuition and fees will absorb \$89,385 of the total subsidy cost for the upcoming school year.

In considering the System's use of General Fund appropriations and student tuition to cover the true cost of room and board, the Committee considered the following:

- During the 1989-90 school year, 70% of the students enrolled in the Maine Technical College System received some sort of financial aid, indicating that many dormitory students would not be able to easily afford a dormitory charge without the present subsidy;
- The present subsidy of some \$470,000 used to support room and board expenses, is supposed to be going towards covering educational costs;
- The present subsidy for room and board may represent several inequities:
 - not all students benefit from this subsidy; non-dorm students do not receive any benefit;
 - campuses without dorms (KVTC) or without food service (WCTC) do not fully benefit from this subsidy;

- tuition and fees paid by all students are helping to support the living expenses of some students; and

- State appropriations and tuition revenues are not used towards covering the costs of providing room and board (\$3,491 average) at the University of Maine System.

Upon review of all of these factors, the Committee concluded that the Board of Trustees has been acting in a reasonable fashion to gradually reduce the amount of the subsidy it is paying to cover the true costs of room and board for each boarding student. The Committee found that appropriations from the General Fund and tuition revenues should only be used to support the costs of providing educational programming and that functions such as dormitories and food service should be totally self supporting.

Therefore, the Committee recommends that the Board of Trustees develop a formal plan to eliminate the room and board subsidy over the next 3 - 4 years. Report to the Joint Standing Committees on Audit & Program Review, Appropriations and Financial Affairs, and Education with the plan by September 1, 1991. Further recommend that the Board of Trustees include a status report on the subsidy issue in its annual report to the Legislature.

ADMINISTRATIVE 74.

Direct that each of the technical colleges submit annual standardized data relating to deferred maintenance, energy conservation, and cost comparisons of renovation versus new construction to the Board's Finance and Facilities Committee.

Upon reviewing the results of the "Self Study Criteria" which was distributed by the Committee to Board members to get an assessment of their own performance, the Committee noted that a number of respondents stated that the Board was lacking in information relating to the physical plant of each campus.

Specifically, several Board members mentioned that they did not routinely receive data on the cost of deferred maintenance, potential or actual costs generated by energy conservation measures, or a comparison of the costs of renovation versus the cost of new construction.

The Committee's review of the written minutes of recent board meetings did not reveal any instances where the Board has received any of the aforementioned data. The Committee noted that the Board makes use of a Finance and Facilities Committee as an interim stage of conducting detailed work regarding facilities.

The Committee found that it is important for the Board of Trustees, or its designated committee, to have regular access to the types of cost-related data for facilities that were listed earlier. Therefore, the Committee recommends that each of the technical colleges submit annual standardized data relating to deferred maintenance, energy conservation, and cost comparisons of renovation versus new construction to the Board's Finance and Facilities Committee.

FINDING	75.	The Committee finds that the Maine Technical College System has a critical need for technical training equipment at each of the six technical colleges.
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STATUTORY	76.	Authorize a general obligation bond issue in the amount of \$10,045,000 to purchase needed technical training equipment for the Maine Technical College System.
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As an integral part of the Committee's review of the Maine Technical College System, Committee members and staff conducted 2 day long visits to each of the six technical colleges. The

purpose of these visits was to get a first-hand understanding of how each of the colleges is organized and administered. In addition, the Committee sought to gather information and comments about how well the college functions and what are its perceived needs. To gather this information, the Committee made a significant effort to involve all factions of the college community including administrators, faculty, professional staff, support staff, and members of the public outside of the immediate college community.

Elsewhere in this report, the Committee has included the annotated comments gathered during each campus review visit. Upon careful review of all of these comments, the Committee found that many individuals and groups within the Maine Technical College System contend that the technical colleges simply do not have adequate technical training equipment.

The Committee found that the inadequacy of current equipment can be described in two different ways. First, there is very little up-to-date or current technological equipment for students to be trained on. As a result, many students have not received an educational program which offers a meaningful experience with up-to-date technology. Second, aside from the lack of up-to-date equipment, many programs simply do not have enough training equipment, regardless of whether it is out-of-date or not.

The Committee also noted that the System's justification report (3/90) submitted to the Committee, identified the need for training equipment as the system's most pressing problem of an on-going nature:

"1. There is an ongoing need for capital equipment, to ensure that programs are keeping pace with current technology. While we have been fortunate to receive donations from industries, private sector contributions do not, and could not, keep the technical colleges adequately equipped. Given the high cost of equipment and ever-changing technologies, this is always a significant problem."

Given that the Maine Technical College System has a statutory mission which includes a charge, "... to create an educated, skilled and adaptable labor force which is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development." [20A MRSA §12703], the Committee found that adequate technical training equipment is of paramount importance to the System if it is to be able to effectively fulfill its mission. Without up-to-date equipment, the System will be forced to train a work-force which

will not be able to adequately respond to the technical needs of the state's economy.

Upon further review of the System's well documented need for technical training equipment, the Committee noted that the System has consistently been successful in having most of its Part I requests approved by the Legislature. However as noted in the 1990-1991 Budget Document, the System's Part I requests, "... are essential if the Maine Vocational Technical Institute System is to maintain only its present level of service."

The Committee found that since its separation from the Department of Education, the Technical College System has not included funding requests for new technical training equipment in its Part I requests to the Legislature. Instead, the Maine Technical College System has placed its funding requests for new technical training equipment in its Part II requests, as a "New and Expanded Program." The Committee also found that the System's Part II requests have not been funded by the Legislature. Thus, the Maine Technical College System has not been able to make any significant inroads towards the purchase of critically needed technical training equipment.

After a careful consideration of the State's current budgetary problems, the Committee is cognizant of the unlikelihood of the System's current Part II requests being funded for the FY 92-93 biennium. However, in seeking to ensure that the Technical College System is able to fulfill its statutory mandate, the Committee determined that an alternative funding source for the purchase of capital training equipment needs to be considered.

In view of the System's critical need for technical training equipment, the Committee found that the issuance of a general obligation bond is the most appropriate funding mechanism at the present time. In arriving at this conclusion the Committee considered the following factors:

- the technical training equipment needs of the System are an appropriate subject for public bonding;
- the voters of the State have approved every bond issue ever put before them for the Maine Technical College System;
- assuming that such a bond issue will be approved by the Legislature and the voters, the timing of this bond issue is likely to enable the Maine Technical College System to adequately respond to

the eventual end of the current recession, by offering up-to-date technical training that responds to the work-force needs of a recovering Maine economy. The Committee found that approval of this bond issue will result in a well planned effort on the part of the Maine Technical College System to anticipate and respond to these imminent training needs; and

- the funding provided from this bond issue would enable the System to purchase needed equipment and then include eventual equipment replacement costs as a part of future Part I budget requests.

To arrive at a figure for this recommended bond issue, the Committee directed the System to develop a detailed list which reflected the priority technical equipment needs of the System. Upon receipt of that list, the Committee adopted a total of \$10,045,000 as the figure for the proposed bond. The Committee concluded that the total of \$10,045,000 represented a conservative approach towards meeting the existing equipment shortfall within the Maine Technical College System. The total of \$10,045,000 represents the technical training equipment needs of the six technical colleges as follows:

- \$2,010,000 for Central Maine Technical College;
- \$1,400,000 for Eastern Maine Technical College;
- \$850,000 for Kennebec Valley Technical College;
- \$1,975,000 for Northern Maine Technical College;
- \$2,960,000 for Southern Maine Technical College;
and
- \$850,000 for Washington County Technical College.

Therefore, the Committee voted unanimously to take two actions. First, the Committee issues a finding that the Maine Technical College System has a critical need for technical training equipment at each of the six technical colleges. Second, the Committee recommends the authorization of a general obligation bond issue in the amount of \$10,045,000 to purchase needed technical training equipment for the Maine Technical College System.

FINDING

77.

The Joint Standing Committee on Audit and Program Review finds that future general obligation bonds issued by the State of Maine for the Maine Technical College System should not include funding for residence halls. Instead, funding for these, and other self-supporting facilities, should be funded by revenue bonds issued by the State and paid for with revenues generated through use of the facility.

As a part of the overall review of the Maine Technical College System, the Committee examined the recent history of the Maine Technical College System with a particular emphasis on significant actions taken by the Legislature that were designed to benefit the System. Most recently, chapter 85, Private and Special Law was enacted into law on July 12, 1989 and later approved by the voters. This law provided a bond issue in the amount of \$20,210,600 for capital improvements for the Maine Technical College System. Included in that bond issue was \$1,400,000 to construct a Dormitory/Apartment Building at Northern Maine Technical College.

Upon review, the Committee found that up until passage of that bond issue, the previous practice had been to issue **revenue bonds** in the state's name to finance the construction of self supporting (auxiliary enterprise) facilities such as dormitories and food service centers. This practice was common for self-supporting projects in both the Maine Technical College System and the University of Maine System. In fact, prior to the 1989 Bond issue there had never been a general obligation bond issue which used General Fund monies to pay for an auxiliary enterprise building for either system. Instead, the revenues generated from room and board charges have been used to pay the yearly obligations resulting from the expenditure of bond proceeds. The Committee noted that at the present time, the Maine Technical College System is paying off its obligations on 3 separate dormitory facilities funded through the proceeds of revenue bonds.

The Committee found that as a result of the 1989 Bond issue, the General Fund will be supporting the repayment of the

bond proceeds for the Northern Maine Technical College dormitory. In contrast, dormitory students at Central Maine Technical College, Eastern Maine Technical College, and Southern Maine Technical College, as well as students living in the older dormitories at Northern Maine Technical College will be supporting the costs of repaying the revenue bonds which financed the construction of the dormitories that they currently live in.

While the Committee commends the willingness of the Legislature and the voters of the State of Maine to support bond issues for the Maine Technical College System, the Committee is concerned about the somewhat inequitable situation that now exists at Northern Maine Technical College. The Committee finds that room and board revenues from the soon-to-be constructed dormitory will not be used to repay the cost of construction financing whereas revenues from students in the other dormitories will be used to pay off the cost of previous revenue bonds used to originally finance the cost of constructing these facilities.

The Committee also finds that in the future, the Legislature should continue its past practice of using General Fund monies exclusively to provide funding for educational programming and facilities. Therefore, the Committee finds that future general obligation bonds issued by the State of Maine for the Maine Technical College System should not include funding for residence halls. Instead, funding for these, and other self-supporting facilities, should be funded by revenue bonds issued by the State and paid for with revenues generated through use of the facility.

ADMINISTRATIVE 78.

Direct that the System Office submit an updated analysis of financial ratios to the Committees on Audit and Program Review and Appropriations and Financial Affairs during the compliance review.

In conducting its review of the administration and management of the Maine Technical College System, the Committee found that the methods of financial analysis commonly used to review state agencies would not be adequate to deal with the multiplicity of revenue sources and expenditure categories used by the Technical College System.

The Committee used an instrument of financial analysis designed specifically by the national accounting firm of Peat, Marwick, Mitchell and Company for institutions of higher education. This analysis, entitled "Ratio Analysis in Higher Education" makes use of financial information reported in the yearly financial statements of colleges and universities to assess the following questions:

- What is the financial health of the institution, for the time period being reported?;
- Did the institution live within its financial means during that time period?;
- What is the status of the specific financial variables which determine the answers to the previous 2 questions; and
- What is the creditworthiness of the institution for this time period?

These questions are addressed by a total of 25 different mandated ratios. Each of the ratios uses a specific piece of statistical data taken from the Technical College System's annual financial statement(s). The ratios are categorized into 5 groups which correspond to the questions posed above.

To accomplish a review of the System's overall financial status, the Committee used these 25 ratios to analyze financial data for the years FY 1989 and FY 1990. The Committee found that because of the System's conversion of its accounting system from a cash basis to an accrual based system, there are only 2 years of financial data that can be evaluated using this data. The ratios and the Committee's calculations are included in their entirety as Appendix 3. A brief description of each ratio and conclusions derived by the Committee from them are grouped below according to the questions designed to be answered by the ratios. In assessing the results, the Committee relied upon the author's suggested benchmarks and indicators:

Ratios 1-4 seek to answer the question, **what is the financial health of the institution for the time period being reported?:**

- Ratio 1 Expendable Fund Balances to Plant Debt; assesses the financial health of the institution in terms of available cash (liquidity) to meet obligations as they come due. The Committee found that the figures for the Technical College

System indicate a positive relationship over the two year period being reviewed;

- Ratio 2 Plant Equity to Plant Debt; is similar to Ratio 1 but assesses the institutions total investment in plant which can be considered as liquid assets for the purposes of long term borrowing. The Committee found that the figures for the Technical College System are safely within the suggested limits;
- Ratio 3 Expendable Fund Balances to Total Expenditures and Mandatory Transfers; describes the institution's ability to support its current level of operation based on currently expendable resources. In other words, how long would the Maine Technical College System be able to operate on its available cash without any additional revenues? The Committee found that the ratios for the Technical College System have the recommended positive value and increasing trend;
- Ratio 4 Nonexpendable Fund Balances to Total Expenditures and Mandatory Transfers; assesses the health of the institution in terms of its level of nonexpendable fund balances. The operating assumption for this ratio is that the interest income generated by nonexpendable resources has a significant impact on the institution's overall financial health. The Committee found that the Technical College System had the recommended positive values.

Ratios 5-7, attempt to answer the question: **Did the institution live within its financial means during the time period reviewed?**

- Ratio 5, Net Total Revenues to Total Revenues; indicates whether total current operations for the year resulted in a surplus or a deficit. The Committee found that the Technical College System had the recommended surplus;
- Ratio 6, Net E & G Revenues to Total E & G Revenues; indicates whether an institution had sufficient educational and general revenues to meet the costs of this activity. Again, the Committee found that the Technical College system had the desired positive relationship; and

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- Ratio 7, Net Auxiliary Enterprise Revenue to Auxiliary Enterprise Revenue; portrays whether an institution had sufficient auxiliary (self-supporting) enterprise revenues to meet expenditures in this area. The Committee found that the Technical College System met or exceeded the recommended break even status recommended by the author for each of the years reviewed.

Ratios 8 - 13 identify the institution's **degree of reliance on particular funding sources**. The Committee found that the Technical College System maintained the recommended trends of relative stability for each of these ratios with the exception of Ratio 11 for which the required data was not available:

- Ratio 8 - Tuition and fees;
- Ratio 9 - Federal Revenue;
- Ratio 10, State Revenue;
- Ratio 11, Other Revenue (local);
- Ratio 12, Private gifts and grants; and
- Ratio 13, Endowment Income.

Ratios 14-21 answer the question; **for what functions were the Educational and General Revenues of the institution allocated and to what degree?** With the exception of Ratio 15 which relates to research which is not really part of the Technical College System mission, the Committee found that the data for the Technical College System figures adhered to the recommended trends of relative stability and appropriateness.

- Ratio 14, Instructional Purposes;
- Ratio 15, Research;
- Ratio 16, Public Service;
- Ratio 17, Academic Support;
- Ratio 18, Student Services;
- Ratio 19, Institutional Support;
- Ratio 20, Operations and Maintenance; and
- Ratio 21, Student Aid.

Finally, ratios 22-25 determine whether an institution can repay the indebtedness it is assuming.

- Ratio 22 Assets to Liabilities; measures available assets against general liabilities. The authors recommend that an institution have at least a 2:1 ratio of assets to liabilities. The Committee found that the figures for the Technical College System fall significantly above that suggested minimum indicating that on the basis of this analysis, the Technical College System would be considered a very good credit risk;
- Ratio 23, Debt Services to Unrestricted Current Fund Revenue; measures current debt service obligations against unrestricted current fund revenues. The authors recommend that a decreasing ratio is desirable, indicating that the institution is able to use its financial resources for other operational needs. The Committee found that the figures for the Technical College System have not changed in the 2 year period for which data is available. The Committee concluded that the available figures reflected an acceptable trend for this ratio;
- Ratio 24, Matriculated Students to Completed Applications; measures the number of registered freshmen and transfers against the number of completed applications for the same groups. The Committee was not able to evaluate this ratio because the necessary data was not available;
- Ratio 25, FTE Enrollments to Base Year; measures current FTE enrollment against a base year. The Committee was not able to evaluate this ratio because the necessary data was not available.

In summary, the Committee found that the results of this comprehensive financial analysis indicate that the Maine Technical College System appears to have a sound financial status. However, the Committee also concluded that the 2 years of useable financial data does not afford much of an opportunity to discern any long term trends. Therefore, the Committee recommends that the System Office submit an updated analysis of financial ratios to the Joint Standing Committees on Audit & Program Review and Appropriations and Financial Affairs during the compliance review.

STATUTORY

79.

Specify that the Maine Technical College System will submit its own prioritized capital improvements budget request. This request will be arrived at with the advice of the Bureau of Public Improvements and will be submitted as a part of the Governor's budget.

Since its separation from the Department of Education, the Maine Technical College System has been gradually developing many of its own support functions to replace those provided by the executive branch of state government. However, the System retains a number statutorily specified relationships with agencies in the executive branch. Most notably, as specified in current law (5 MRSA §1742-C), the Bureau of Public Improvements, within the Department of Administration in the executive branch, provides the following services to the Maine Technical College System:

- develops long range public improvement programs for the System; this responsibility includes the duty of coordinating and presenting budget recommendations to the Governor, the State Budget Officer and the Legislature;
- makes regular inspections of facilities within the System;
- upon request, advises the System on all matters pertaining to public improvements;
- reviews the operation and maintenance of System buildings;
- upon request of the Governor or the Legislature prepares data pertaining to existing or proposed public improvements within the System;
- approves selection of architects and engineers needed for the completion of public improvement projects in the System;

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- adopts applicable national building codes for all facilities in the System;
 - approves plans for all public improvements in the System;
 - conducts inspections of all materials, equipment, methods used and changes pertaining to public improvements in the System;
 - upon completion of a public improvement in the System, issues a recommendations as to final acceptance of the project;
 - demolishes obsolete or unneeded facilities;
 - collects and maintains a file pertaining to all public improvement projects within the System;
 - approves the leasing of any facility by the System; and
 - BPI's jurisdiction over the System is limited to public improvement projects costing more than \$25,000 unless the project involves a building code.

Upon review, the Committee found that under the previously cited duty for the Bureau of Public Improvements to develop long range public improvement plans for the System, the Bureau has included the System's proposed public improvement projects within the overall budgetary proposal for the executive branch. In this process, System projects are prioritized in competition with the projects of agencies within the executive branch.

The Committee found that it is efficient and cost efficient for the Maine Technical College System to continue to receive services from the Bureau of Public Improvements. The most obvious alternative would be for the System to develop its own public improvements function at a significant cost. However, the Committee also found that given its current status as an institution which is not considered to be part of the executive branch, the System's public improvements budget should not be intermingled with the overall public improvements budget for the executive branch. The Committee found that in the current budget process, the System's public improvement projects are prioritized in accordance with all the projects for executive branch agencies.

The Committee concluded that, in light of the System's independent status, the System's public improvement budget ought to be submitted as a separate piece of the Governor's overall budget document. This separate public improvements budget would

allow the various System projects to be prioritized in accordance with the overall needs of the System and would also allow the Legislature to more clearly consider the overall public improvement needs of the Maine Technical College System. The Committee also concluded that the System should continue to receive assistance and advice from the Bureau of Public Improvements in the preparation and submission of their public improvements budgetary proposal.

Therefore, the Committee recommends that law be enacted to specify that the Maine Technical College System will submit its own prioritized capital improvements budget request. This request will be arrived at with the advice of the Bureau of Public Improvements and will be submitted as a part of the Governor's budget.

STATUTORY	80.	Provide the System President with the opportunity to make an annual address to the Legislature regarding the current state of the Maine Technical College System.
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The Board of Trustees for the Maine Technical College System is required by law (20-A MRSA §12718) to submit an annual report by January 1st of each year to the Governor and the Joint Standing Committee on Education and Appropriations and Financial Affairs. This report must include information on the following topics:

- current and projected budget expenditures;
- current enrollments by program at each campus;
- description of new courses or curricula;
- description of activities undertaken to coordinate postsecondary technical education with other pertinent programs in the state;
- detailed analysis of the labor market and subsequent planning implications for the System;

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- priority list of needs of the different colleges; and
 - any other information deemed necessary by the Board.

However, upon review, the Committee noted that there is not any provision in current law for the System President to address the Legislature on a regular basis to describe the current status, achievements, and needs of the Maine Technical College System.

In comparison, the Committee found that, aside from similar annual reporting requirements, the leaders of the Department of Education and the University of Maine System are provided with certain statutory mandates to address the Legislature. By law, [20-A MRS §256 (1)], the Commissioner of Education may be invited annually by the Speaker of the House and the President of the Senate to address the Legislature on the status of public education in the state. Somewhat similarly, current law [20-A MRS 10902-B] requires that the Speaker of the House and Senate President must invite the Chancellor of the University of Maine System to make an annual address to the Legislature on the current status of the University System.

Throughout the review process, the Committee has sought to take actions which will help to elevate the Maine Technical College System to a status which is equal to the other major institutions of public education in the state. The Committee found that public post-secondary technical education is of crucial significance to the educational needs of the people of the State of Maine and deserves to receive the same types of considerations and opportunities currently afforded to other public education institutions to communicate with the Legislature.

Therefore, the Committee recommends that law be enacted to provide the System President with the opportunity to make an annual address to the Legislature regarding the current state of the Maine Technical College System.

ADMINISTRATIVE 81.

Direct that the System Office budget for a base share of the cost of conducting presidential searches for the technical colleges.

ADMINISTRATIVE 82.

Direct the Board of Trustees to develop a written policy on presidential searches.

Under the provisions of current law [20-A MRSA §12709 (3)], the Board of Trustees is responsible for selection of Presidents for each campus. The System President is statutorily authorized to nominate campus presidents for appointment by the Board.

Upon review, the Committee found that the Board has adopted an unwritten policy which places much of the responsibility for the search process with the particular campus(s) that has a presidential vacancy. Search committees are chaired by a Board member appointed by the Chair of the Board of Trustees.

The Chair of the Search Committee is free to establish the composition of the Search Committee. Most recently, presidential search committees at Central Maine Technical College and Eastern Maine Technical College have had the following compositions:

- | <u>CMTC</u> | <u>EMTC</u> |
|---|---|
| • member of Board of Trustees as chair | • Member of Board of Trustees as Chair |
| • 1 senior administrator | • 1 administrator |
| • 1 representative from Administrators Bargaining Unit. | • 1 member of Campus Advisory Committee |
| • 1 member of Campus Advisory Committee | • 1 Legislator |
| • 1 Legislator | • 1 Student |
| • 1 student | • 2 faculty members |
| • 2 faculty members | • 1 support services employee |
| • 1 support services employee. | |

The selection of each specific member is left up to each of

the represented constituencies. The particulars of the search process are the prerogative of each search committee; they are free to proceed in whatever manner they deem to be appropriate. In addition, the campus in question is responsible for bearing any costs associated with the search process.

The recent presidential searches incurred campus costs of \$13,438.80 at Central Maine Technical College and \$22,185.93 at Eastern Maine Technical College.

The Search Committee is expected to provide the System President with a short (3) list of final candidates. The System President then makes a final nomination to the Board for formal appointment.

The Committee noted that the System Office plays no controlling role in the search process conducted by the Search Committee. The Director of Human Resources does act as staff/consultant to each Search Committee.

In comparison, the Committee found that the Board of Trustees for the University of Maine System also makes use of campus search committees but has significantly more control over the process and outcome. In addition, the costs for presidential searches (averaging \$10,000) are borne by the System Office by use of a separate account. However, the University of Maine System does not routinely budget for presidential searches. Instead, funds are transferred from other accounts on an as-needed basis.

Upon review, the Committee found that because the present presidential selection process amounts to a shared responsibility between the Board of Trustees, the System President, and a particular campus, that costs of conducted a presidential search should not be borne solely by the campus in need of a president. The Committee also found that the present process places an unfair financial burden on limited campus budgets and that the System Office should routinely cover a base amount of the cost of each presidential search. Any cost in excess of that base amount should be covered by the involved campus. In this manner, both the System Office and the campuses will be paying for the cost of presidential searches in a manner which is somewhat proportional to their shared responsibility.

In addition, the Committee found that the present process used by the Board of Trustees to select campus presidents is commendable for the significant role and autonomy given to the campuses. However, the process needs to be formalized as a written policy approved by the Board for inclusion in its Policy and Procedures Manual. The Committee found that the components of such an important process need to be clearly understood by all involved parties and constituencies.

Therefore, the Committee is making two recommendations. First, the Committee recommends that the System Office budget for a base share of the cost of conducting presidential searches for the technical colleges. Second, the Committee recommends that the Board of Trustees develop a written policy on presidential searches.

FINDING

83.

The Committee finds that there is a need for the Board of Trustees to include more financial aid as a component of the budget submitted to the Governor.

As a fundamental part of the review of the Maine Technical College System, the Committee carefully reviewed the amounts of money that is being spent on specific purposes within the System. In particular, the Committee considered the important role that student financial aid pays for students attending the Maine Technical College System. The Committee found that in recent years more than 70% of the students in the System received some type of financial aid.

The Committee reviewed what proportion of unrestricted funds was used for student aid purposes. The Committee found that a total of \$150,944 in unrestricted funds was used for student financial aid in FY 1990. When calculated in proportion to the State's General Fund appropriation (\$24,061,695) as a share (77%) of the System's total unrestricted funds (\$31,260,098) for that same period, the Committee estimated that approximately \$116,000 in unrestricted state funds was used for student financial aid.

The Committee also calculated that the total of \$150,944 represented just 0.5% of the \$31,260,098 in total unrestricted expenditures for FY 1990. In comparison, the Committee noted that the University of Maine System spent \$5.3 million for financial aid out of a total unrestricted expenditures of \$211 million for FY 1990, and that that figure represented 2.5% of the overall total.

The Committee found that the provision of adequate student

financial aid is crucial to the ability of many current and future students to be able to afford attending one of the technical colleges. Concomitantly, the Committee found that the State needs to carefully consider increasing its overall financial commitment to student financial aid for the Maine Technical College System. Before this can happen, the Board of Trustees needs to make a clear and convincing case of the need for more student financial aid as a part of its budget which is submitted to the Governor and the Legislature.

Therefore, the Committee finds that there is a need for the Board of Trustees to include more financial aid as a component of the budget submitted to the Governor.

FINDING

84.

The Committee finds that the proposed rule change for federal financial assistance programs for students, which will change the manner in which "clock hours" are counted, will result in the ineligibility of 35% of the students currently attending the Maine Technical College System to receive financial assistance from these programs. The Committee further finds that this proposed rule change unfairly penalizes the Maine Technical College System for abuses that have been perpetrated by out-of-state institutions.

As mentioned in the previous recommendation, the Committee found that at the present time, more than 70% of students enrolled in the Maine Technical College System receive some sort of financial aid. A significant portion of this financial is provided by a number of federal programs which include the following:

- Pell Grants;

-
- Stafford Loans;
 - Supplemental Loans for Students;
 - State Student Incentive Grants;
 - Income Contingent Loans;
 - Perkins Loans;
 - College Work-Study; and
 - Supplemental Educational Opportunity Grants.

Each of these student financial assistance programs is authorized under Title IV of the Higher Education Act of 1965. As presently promulgated, the rules used to administer these programs specify a number of academic degree programs (Associate, Certificate, etc.) from which enrolled students can be considered to be eligible for the assistance provided by the federal programs listed above. However, the current rules do not specify a process (or formula) by which the time spent by a student in a degree program can be uniformly calculated to determine eligibility for the federal assistance programs.

Upon review, the Committee found that a number of trade or proprietary schools have recently abused the current eligibility process by making unwarranted and arbitrary calculations to establish their eligibility for the federal assistance programs. To address these abuses, on October 1, 1990, the United States Department of Education issued a proposed rule which established a formula for determining credit values for certain vocational programs. In brief, this formula specified that for vocational programs of less than two years, a semester hour must include at least 37.5 clock hours of instruction.

Upon review, the Committee found that the proposed rule would disqualify 35% of students currently attending the Maine Technical College System from eligibility for the federal financial assistance programs. Currently, the Maine Technical College System has valued semester hours upon nationally accepted standards which reflect a mix of direct contact clock hours with outside preparation hours. The credit hour standards used by the Maine Technical College System meet the stringent requirements of national accreditation bodies. The Committee found that if the proposed rule were to be adopted, most, if not all, of the 1 year certificate programs offered by the Maine Technical College System would not have the necessary clock hours to satisfy the proposed credit hour formula.

The Committee further found that the proposed rule attempts to solve a problem tied to unaccredited proprietary schools through imposition of a rigid credit hour formula which is based on clock hours. The proposed rule has no regard for the differing process used by nationally accredited institutions to value credit hours.

Therefore, to articulate its concern about this issue, the Committee is taking two actions. First, the Committee is issuing a finding that the proposed rule change for federal financial assistance programs for student aid, which will change the manner in which "clock hours" are counted, will result in the ineligibility of 35% of the students currently attending the Maine Technical College System to receive financial assistance from these programs. The Committee further finds that this proposed rule change unfairly penalizes the Maine Technical College System for abuses that have been perpetrated by out-of-state institutions. Second, the Committee has sent letters expressing this concern to the United States Department of Education and all members of the Maine Congressional Delegation. Copies of these letters are included as part of Appendix 4.

FINDING

85.

The Committee finds that the federal Perkins Vocational Rehabilitation Education Act should continue to allow states the flexibility to allocate funds to service providers according to local priorities.

As an integral part of the Committee's review of the Maine Technical College System, the Committee spent a significant amount of time in examining the various funding sources used by the System. Aside from state appropriations from the General Fund which comprised 98.2% (see Graph 2) of the total revenues collected by the System for FY 1990, the next largest revenue source was the category known as Governmental Grants. For FY 1990, Governmental Grants, which refer to federal and state grants, comprised 14.9% (or more than \$6.7 million) of the total of \$44,982,828 in revenues which were taken in by the System.

A significant part of the Governmental Grants category is provided by the federal Carl D. Perkins Vocational Education Act (P.L. 98-524). In FY 1990, the Perkins Act provided a total of \$4,578,441 for vocational education in the State of Maine. Of this total, \$902,133 went to the Maine Technical College System; the rest going to secondary vocational education and adult education.

Upon review, the Committee found that the Perkins Act is the most recent version of a long line of federal laws which has provided federal funds to the states for vocational education. A brief summary of the goals enumerated in past versions of this legislation are as follows:

- to assist states in their efforts to **improve and modernize** vocational education programs to meet the changing workforce needs of the marketplace;
- to insure that **inadequately served populations** such as disadvantaged, handicapped and minorities, are afforded **access** to quality vocational education programs;
- to promote **greater cooperation** between the **private and public sectors** in preparing individuals for employment;
- to promote the **quality** of vocational education in the states;
- to encourage the vocational education system to be more **responsive** to the labor market in each state;
- to assist **economically depressed areas** in each state in **raising the employment and occupational competencies** of its citizens;
- to assist states in **providing supportive services, special programs, guidance counseling, and placement programs** to help implement the purposes of the Act; and
- to improve the **effectiveness of consumer and homemaking education**; and
- to reduce the **limiting effects of sex role stereotyping** for different jobs, skills and careers.

The Committee further found that the Perkins Act has had a complicated number of specific requirements:

- No more than 7% of the total state grant was to be used for administering the grant at the state level. Further, of that 7%, at least \$60,000 had to be used to fund the expense of having a Sex Equity Coordinator. However, the state was allowed to use up to an additional 13% of the total grant to provide technical assistance from the state level. Therefore, a total of 20% of the total Perkins Funds were designated for state level activities. The remaining 80% was available as grants to eligible participants.
- From another perspective, when the 7% set-aside for administering the Act at the state level was deducted, 93% of the grant monies were available as program funds. 57% of that total was to be used under the Acts provision labeled as Title II, Part A Vocational Education Opportunities Program to provide services by funding percentage to specific populations:
 1. Handicapped individuals (10%)
 2. Disadvantaged individuals (22%)
 3. Adults in need of training or retraining (12%)
 4. Single Parents and homemakers (8.5%)
 5. Men and women entering nontraditional occupations (3.5%)
 6. Correctional institution inmates (1%)
- the remaining 43% was to be used under the provision of the Act labeled as Title II, Part B. In brief, these funds were only to be used for program improvement, innovation, and expansion. These funds could not be used to maintain existing programs, except when the programs, by their very nature, perpetuate the innovation, improvement, and expansion of vocational education.

In past years the funding total for each state is

predetermined by the Office of Vocational and Adult Education within the U.S. Department of Education. Upon receipt of the "certified" funding totals for the State of Maine, the State Board of Education developed a proposed state plan for vocational education. In Maine, the State Board of Education has been the entity which met federal requirements for a State Board of Vocational Education. The State Board of Education has used staff from the Department of Education to help develop a proposed plan for state vocational education.

The Committee found that past versions of the Perkins Act have allowed states the flexibility to distribute the funds according to self-determined priorities for service delivery units. In recent years, the State Board of Education has distributed the 80% of the Act which was used as grants to eligible recipients in the following proportions:

- 35% to secondary vocational education;
- 35% to the Maine Technical College System;
and
- 30% to adult education.

Most recently, the Perkins Act was up for reauthorization by the United States Congress during the Fall of 1990. During the process of reauthorization, several revised versions of the law were considered. One prominent version would have eliminated the flexibility that states had been given to distribute the Perkins money to major service providers like the Maine Technical College System.

After careful review of this proposed legislation, the Committee voted unanimously in June of 1990 to issue a finding which stated the Committee's opposition to the proposal. The Committee also voted to communicate this finding by letter to members of the subcommittee on Elementary, Secondary and Vocational Education of the United States House of Representatives with copies of that letter to the Maine Congressional delegation. A copy of this letter is included in Appendix 4.

As noted earlier, the Committee took these actions towards the early part of its review of the Maine Technical College System in June of 1990. The Committee is pleased to be able to state that the reauthorized Perkins Act retained the funding flexibility advocated for by the Committee. To document the Committee's actions for the purposes of this report, the Committee reiterates its finding that the federal Perkins Vocational Rehabilitation Education Act should continue to allow states the flexibility to allocate funds to service providers according to local priorities.

ADMINISTRATIVE 86.

Implement all of the recommendations included in the recent Grant Writing Capacity Study Report. Report to the Joint Standing Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education by May 1, 1991 and on January 1, 1992 on the status of the recommendations.

In its effort to fully examine the various funding sources used by the Maine Technical College System, the Committee reviewed the extent to which the System has made use of grant writing; from both public and private sources. The Committee devoted a significant amount of time to reviewing the results of a consultant's report on the grant writing capacity in the Maine Technical College System which was commissioned by the Board of Trustees in the early months of 1990.

This report, which was submitted to the Board of Trustees in October of 1990 by Ms. Helen E. Pelletier, consisted of the following:

I. Goal of the Study: - to determine whether grant writing on all campuses within the System could be facilitated and made more successful;

II. Focus of the Study - to assess the grant writing support needs at each campus;

III. Assessment of present Capacity - The System has a well defined need for the financial resources available through grant writing, but, with a few exceptions, very little capacity (expertise) to do so. Although there is a well defined need for grant writing, most of the colleges cannot afford to hire additional positions to accomplish this task. However, each college has some significant degree of existing grant writing expertise among

their current staffs and this existing expertise can be expanded;

IV. Opportunities for grants - The Maine Technical College System can apply for a wide range federal and private grants which provide more than \$40 million to vocational, adult, and continuing education and more than \$311 million to higher education as a general category. The Maine Technical College system is well situated to qualify for many of these grants because of the following attributes:

- the Maine Technical College System is **"lean and mean"** from both an administrative and an academic perspective;
- the Maine Technical College System serves a well-defined **underserved population**;
- the Maine Technical College System serves a number of well defined **targeted populations**;
- the Maine Technical College System is **meeting community needs and is assisting in economic development**;
- the programming offered throughout the Maine Technical College System is **flexible and portable**;
- the Maine Technical College System has demonstrable **statewide support**;
- the **increased interest in 2 year and community colleges** both in Maine and the nation as a whole; and
- the Maine Technical College system **serves a number of large geographical regions**.

V. Recommendations:

1. Each campus should identify a member of the faculty or staff, or hire an additional staff in order to devote as close to 20 hours a week to grant writing as possible.

2. The System Office should hire a part-time

administrator to provide resource development assistance to the campuses;

3A. The System and campus Presidents should hold regular discussions on resource development and that they consider inviting experts in the field to join them in these discussions from time to time;

3B. In keeping with the commitment made in the System's Strategic Plan to develop additional sources of revenue, the Board of Trustees should take a leadership role in resource development by lending its collective support, talent, and expertise to the effort.

4. The campuses and the System should draft a policy statement regarding resource development and that that statement be approved by the board.

5. The System's Administrative Council should identify existing and potential in-state partners and that the Council should also work to develop strategies for fostering those relationships, recognizing that they are a potentially significant source of financial support.

6. Each campus should include in its strategic plan a resource development plan.

7. Within 2 years the Administrative Council should develop a resource development plan that sets the goals and directions to be achieved during the next decade.

The Committee found that the System has decided to implement all of these recommendations. More specifically, the following steps have been taken:

- the campus Presidents have committed themselves to dedicating at least 20 hours per week of an existing staff position for the sole purpose of grant writing; and
- the System Office has hired, on a contractual basis, an individual who will spend a significant amount of time on grant writing assistance.

The Committee commends the Maine Technical College System for both its initiative in exploring its capacity for writing

grants and its decision to implement the report's recommendation. To help ensure that these recommendations are carried out and to further accountability with the Legislature, the Committee voted unanimously to support the report's recommendations. Therefore, the Committee recommends that the Maine Technical College System implement all of the recommendations included in the recent Grant Writing Capacity Study Report. Report to the Joint Standing Committees on Audit and Program Review, Appropriation and Financial Affairs, and Education by May 1, 1992 and on January 1, 1991 on the status of the recommendations.

ADMINISTRATIVE 87.

Direct the Board of Trustees to examine the role and function of Vice Presidents at each of the technical colleges. Report to the Committee during the compliance review on the results of this examination.

Traditionally, institutions of public higher education have an organizational structure which features a president as the chief executive officer. Beyond that level, the organizational structures of public universities and college will vary widely, often according to size. Larger institutions will tend to have a number of Vice Presidents for special functions such as academic affairs, student affairs, administration, research and public service, and development. Smaller institutions will tend to have one vice president who may function as the second ranking executive for the institution as a whole.

The Committee has carefully reviewed the organizational structures of each of the six technical colleges. In doing so, the Committee found a number of organizational similarities between the six campuses. Most notably, each of the six campuses is headed by a president and each of the six campuses have vice presidents who have two distinct functions. First, the campus vice presidents function as the chief executive officer during periods of prolonged absence by the President. Second, the campus vice presidents also have the responsibility of being in charge of the academic affairs organizational unit of the colleges. As a consequence of this second function, most of the vice presidents have a dual title of Vice President and Dean of Academic Affairs.

The Committee found that Vice Presidents function as vice presidents, or second in command, only when the Presidents are away from the campus for a significant length of time. During the great majority of their time, the campus vice presidents in the Maine Technical College System function as Deans of Academic Affairs. In that capacity, although academic affairs is usually the largest organizational unit, the vice presidents are on a par with the other Deans of such areas as Student Affairs and Continuing Education.

The Committee found that on several of the larger campuses that there may be a need for vice presidents to function as the second ranking executive officer on a full-time basis. The Committee received a number of comments during its visits to the larger campuses that these campuses have grown to the extent that there is a need for a clearly designated second-in-command to help expedite various decision-making and administrative processes.

However, given the largely autonomous relationship which exists between the legislature and the System - a relationship which is replicated between the various organizational levels within the System itself - the Committee found that it would be inappropriate for the Committee to prescribe to the Board of Trustees just how campus vice presidents should be used. The Committee found that the Board should review this issue and arrive at a conclusion which would be appropriate to the current organizational needs of each of the colleges.

Therefore, the Committee recommends that the Board of Trustees examine the role and function of Vice Presidents at each of the technical colleges. Report to the Committee during the compliance review on the results of this examination.

FINDING

88.

The Committee finds that because of historically male dominated trades and occupations, women have not had the same opportunity for employment for positions within the Maine Technical College System. As a result of this past employment history, there are significantly fewer women than men employed by the Maine Technical College System, particularly at top level positions. Therefore, women have not had the same historical opportunities to obtain or be promoted to jobs that pay higher level salaries. The Committee also finds that the System has recently been providing women with more opportunities for employment and career advancement. Finally, the Committee finds that the Maine Technical College System should aggressively act in the future to ensure equitable employment and career opportunities for women.

To accomplish a thorough review of the Maine Technical College System, the Committee examined many aspects of the System's current method of operation. As with other recent reviews, the Committee had a specific interest in the System's recent employment practices. In particular, the Committee wanted to ascertain what effect gender played in the System's employment practices.

The Committee conducted a comprehensive salary analyses of all campus employees. These analysis looked at the salaries for employees at each campus by dividing employees into three broad employment categories: Administrators and Professional Staff, Faculty, and Support Staff. Each of these employee groupings was then separated by male and female employees. Positions were listed in a descending order from highest to lowest salary. Other listed data for each employee included name, position title, total

years of service (employment by the MTCS), and age. Each gender grouping was then analyzed for the total number of male or female employees in that employment category, the highest salary in that grouping, the median (middle) salary, and the lowest salary. Finally, the employment grouping as a whole was analyzed for total number of employees and high, median, and low salaries. The complete salary analysis for all three employment categories in each college is included as Appendix 5.

In addition, the Committee summarized the individual campus totals into systemwide figures in the same manner as described above:

Administrative/Professional Staff

Male

- 70 positions
- High Salary - \$69,154
- Median Salary - \$35,734
- Low Salary - \$12,264

Female

- 52 positions
- High Salary - \$61,775
- Median Salary - \$24,987
- Low Salary - \$15,600

System Total

- 122 Positions
- High Salary - \$69,154
- Median Salary - \$28,873
- Low Salary - \$12,264

Faculty

Male

- 196 positions
- High Salary - \$47,942
- Median Salary - \$33,163
- Low Salary - \$22,717

Female

- 99 positions
- High Salary - \$46,075
- Median Salary - \$34,330
- Low Salary - \$23,745

System Total

- 295 Positions
- High Salary - \$47,942
- Median Salary - \$33,612
- Low Salary - \$22,717

Support Staff

Male

- 63 positions
- High Salary - \$28,142

Female

- 88 positions
- High Salary - \$24,669

-
- Median Salary - \$18,616
 - Low Salary - \$14,310
 - Median Salary - \$18,137
 - Low Salary - \$13,748

System Total

- 151 Positions
- High Salary - \$28,142
- Median Salary - \$18,345
- Low Salary - \$13,748

The Committee carefully examined each category analysis on a college by college basis as an integral part of the review effort for each campus. In general, the Committee noted the following:

- most campuses did not have many women in top level executive positions. For example, there was only 1 female president (out of six) and only 1 female Dean (out of 18). However, the Committee did note that there are 3 female Directors of Finance (out of 6). The Committee found that salaries for top level administrative positions are paid in accordance with experience and qualifications and that in the past, females have not been accorded an equitable opportunity for employment at these highest level positions. As a result of this past inequity, there are significantly fewer women in top executive positions and those that do hold positions tend to have less experience and qualifications with concomitantly lower salaries;
- there tend to be more females in the lower level administrative and professional staff positions and their salaries appear to be on a par with their male counterparts. The Committee notes that many of these positions are subject to collective agreements which would effectively preclude any salary inequities due to gender;
- employment of faculty by gender varied significantly from campus to campus. For example, a majority of faculty members at Kennebec Valley Technical College are female; 22 out of 36. In contrast, Washington County Technical College has only 2 female faculty members out of a total of 25. The Committee found that the lack of female faculty members corresponds to the preponderance of so-called traditionally male-dominated academic programs.

Colleges, such as Washington County Technical College, that do not have many non-traditional programs will not tend to have many female faculty members. The Committee also noted that female faculty members hold the highest faculty salaries at Central Maine Technical College, Kennebec Valley Technical College, and Northern Maine Technical College and found this is explained in part by the historically greater opportunities for employment and career advancement in certain academic programs. Finally, the Committee also noted that faculty salaries are subject to collective bargaining agreement, thus limiting the potential for inequitable salaries by gender; and

- With regards to support staff, the Committee found that many of the classifications such as clerical, secretarial, and housekeeping positions are held by females and do not offer many meaningful opportunities for career advancement. Not surprisingly, the Committee found that every campus has more females than males in the support staff positions. The Committee also found that the salaries paid to females by position in this employment category appear to be equitable and that this is attributable to the existence of collective bargaining agreements.

In conclusion, the Joint Standing Committee on Audit and Program Review finds that because of historically male dominated trades and occupations, women have not had the same opportunity for employment for positions within the Maine Technical College System. As a result of this past employment history, there are significantly fewer women than men employed by the Maine Technical College System, particularly at top level positions. Therefore, women have not had the same historical opportunities to obtain or be promoted to jobs that pay higher level salaries. The Committee also finds that the System has recently been providing women with more opportunities for employment and career advancement. Finally, the Committee finds that the Maine Technical College System should aggressively act in the future to ensure equitable employment and career opportunities for women.

FINDING

89.

The Committee finds that there are many academic programs offered by the Maine Technical College System which have predominantly, if not exclusively, male or female enrollments. The Committee further finds the Maine Technical College System should work aggressively to encourage students regardless of gender to enroll in any of the academic programs offered by the Maine Technical College System.

Another principal area of review undertaken by the Committee was the subject of enrollment. The Committee collected data about recent enrollments for each of the academic programs offered by the six campuses within the System.

The Committee was particularly interested in the topic of how gender was reflected in the enrollment for particular academic programs. Like the issue of employment discussed in the previous recommendation, the Committee found that certain aspects of enrollment reflected a historical pattern of a disproportionately high number of either males or females enrolled in particular academic programs.

In addition, the Committee found that, to some extent, the individual colleges could be characterized by their proportions of gender enrollments. Several of the colleges (CMTTC, EMTC, and SMTC) had fairly significant majorities of male enrollments; one college (WCTC) had an overwhelming majority of male students; one college (NMTC) had an equal enrollment of male and female students; and one college (KVTC) had a significant majority of female enrollments.

Detailed results which list enrollment by gender for each of the academic programs offered by the six colleges is included as Appendix 6. The data in Appendix 6 is summarized below for a systemwide perspective:

MAINE TECHNICAL COLLEGE SYSTEM

Full-Time/Part-Time Matriculated Students
1990/1991

<u>College</u>	<u>Number of Programs</u>	<u>Number of Male Students (%)</u>	<u>Number of Female Students (%)</u>	<u>Total Enrollment</u>
CMTC	13	317 (69%)	145 (31%)	462
NMTC	19	462 (50%)	457 (50%)	919
WCTC	15	168 (88%)	22 (12%)	190
KVTC	12	252 (41%)	368 (59%)	620
EMTC	14	370 (58%)	173 (42%)	643
SMTC	31	766 (65%)	408 (35%)	1,174
TOTALS	104	2,335 (60%)	1,573 (40%)	3,908

After careful review of this data, the Committee concluded that the program enrollment figures are reflective of certain professions which have been traditionally dominated by either male or females. The Committee found that for the most part the System as a whole has worked to encourage students of either gender to enroll in a program which in the past has traditionally been considered to a male or female dominated academic program. However, the Committee also found that a great deal of work needs to be done within the System to further open up educational opportunities in all subject areas for all students, regardless of gender. The Committee has formulated a number of recommendations in this report which are designed to break down the previous distinctions between gender identified "traditional" and "nontraditional" academic programs.

Therefore, the Joint Standing Committee on Audit and Program Review finds that there are many academic programs offered by the Maine Technical College System which have predominantly, if not exclusively, male or female enrollments. The Committee further finds the Maine Technical College System should work aggressively to encourage students regardless of gender to enroll in any of the academic programs offered by the Maine Technical College System.

FINDING

90.

The Committee finds that the Maine Technical College System needs to continue to articulate the needs of the System through a well designed planning process which produces goals and objectives to help address the System's needs.

As yet another integral aspect of the Committee's review of the Maine Technical College System, the Committee considered the degree to which the System has engaged in comprehensive short and long range planning efforts. From its past experience in reviewing various kinds of public agencies, the Committee has found that well conceived, carefully articulated planning is crucial to the on-going success of an organization; particularly one with a broadly defined educational mission like the Maine Technical College System.

Upon review, the Committee noted the following milestones in planning efforts undertaken by the System since its separation from the Department of Education in 1985:

- Strategic Transition Plan (1986) - To accomplish its separation from the executive branch, the System developed a strategic transition plan which addressed the manner and timetable in which a number of changes would take place. The plan was developed by a transition team with members from the System, the executive branch, the Legislature, and consultants from the private sector. The transition team focussed on developing a plan would create a financial, administrative, and management system to address the following issues:
 - resource allocation and utilization;
 - financial accounting and reporting;
 - administrative and management support; and
 - management style.
- The Plan for the Maine Vocational-Technical

Institute System. (1988) - The System followed up its strategic Transition Plan with a System-wide Plan which had the purpose of articulating specific goals and the means by which these goals could be achieved. The adopted goals were as follows:

1. Strengthen the quality of education and training offered by the six technical colleges including certificate, diploma, and associate degree programs;
2. Improve the quality of life for faculty, administrators, and staff;
3. Enhance opportunities for all students to access programs and services;
4. Increase the number and diversity of customized training programs implemented for business and industry; and
5. Develop additional partnerships including articulation agreements, with secondary and post-secondary institutions.

From the perspective afforded by the early months of 1991, the Committee noted that the System has been relatively successful in working towards these goals;

- Individual Campus Plans. (1990) - The Committee found that the 1988 System Plan was supplemented, and to some degree, implemented, by the development of 5 year plans for each college. Working from the enumerated goals of the System Plan, each of the technical colleges developed their own 5 year plans which featured a series of goals and objectives which were designed to enable the particular college to work towards the successful implementation of the System wide goals. These individual campus plans were completed in the fall of 1990; and
- FY 91 Work Plan. - Under the leadership of the current System President, John Fitzsimmons, the System has also recently completed the formulation of a System Work Plan for FY 91. The purpose of this plan is to develop, on a year-by-year basis, a series of clearly defined

objectives, strategies, and timetables by which the goals of the 1988 Strategic Plan could be accomplished on a system-wide basis. This plan was developed through the participation of a number of working groups:

- Campus Presidents;
- Vice Presidents/Academic Deans;
- Directors of Finance;
- Deans of Continuing Education;
- Deans of Students;
- Faculty Presidents; and
- System Office.

Each working group identified a series of objectives and strategies, which from their perspective, would significantly contribute to the achievement of the system-wide goals.

Upon review of these various planning efforts, the Committee noted that the System has made an appropriate effort to develop a broad strategic plan with subsequent short range, specific planning efforts designed to achieve the broad goals. The Committee also noted that, properly implemented, this type of planning process is fairly dynamic and will continue to change in response to the System's priorities and needs. The Committee has included a number of recommendations pertaining to the planning process. These recommendations seek to encourage the System's planning efforts and to identify certain realms which need particular attention.

Therefore, the Joint Standing Committee on Audit and Program Review finds that the Maine Technical College System needs to continue to articulate the needs of the System through a well designed planning process which produces goals and objectives to help address the System's needs.

ADMINISTRATIVE 91.

Direct that the System's strategic plan be adjusted to include a specific plan for each campus which will encourage students to participate in non-traditional academic programs. Report to the Committee during the compliance review on the development of these plans.

In the previous two recommendations, the Committee has addressed the issues of gender enrollment in academic programs and the importance of strategic planning. Upon consideration of each of these issues, the Committee found that the planning process would be enhanced by a component which specifically addressed the system-wide need to encourage students to participate in non-traditional academic programs.

Therefore, the Committee recommends that the System's strategic plan be adjusted to include a specific plan for each campus which will encourage students to participate in non-traditional academic programs. Report to the Committee during the compliance review on the development of these plans.

ADMINISTRATIVE 92.

Direct that the Maine Technical College System report to the Committees on Audit and Program Review and Education during the compliance review on the progress made on the System's FY 91 Work Plan.

Upon review of the specific planning efforts being undertaken by the Maine Technical College System (as described in Recommendation 90), the Committee found that the most recent component was approved by the Board of Trustees in September of 1990. While the Committee commends both the effort that this work plan represents and the inclusion of constituencies like the faculty presidents as crucial participants in a comprehensive planning effort, the Committee noted that it is impossible to judge the effectiveness of such a plan after just a few months. The Committee found that the Maine Technical College System should pursue the objectives listed in the FY 91 Work Plan and that the System should communicate its progress in accomplishing this Work Plan to the Legislature.

Therefore, the Committee recommends that the Maine Technical College System report to the Committees on Audit and Program Review and Education during the compliance review on the progress made on the System's FY 91 Work Plan.

FINDING

93. The Committee finds that there is a need for more day care programming and facilities within the Maine Technical College System.

ADMINISTRATIVE

94. Direct the System to develop a survey designed to assess the current and projected student needs for day care programming and facilities within the Maine Technical College System. This survey should be included as a part of the Fiscal Year 91 work plan. Report to the Committee during the compliance review on the results of this survey.

In reviewing the Maine Technical College System, the Committee considered many different aspects of campus life, including the various programs and services which are available to students at each campus. The Committee found that many of today's students are in need of an array of supportive services which will both help them to achieve academic success and to remain in school.

During its review of each campus, the Committee took note of what supportive services were being provided. Of particular interest to the Committee, was whether each campus offered some sort of day care program. The Committee found that many students in the Maine Technical College System are parents with young children who need a day care program to enable the parent(s) to work and/or attend school. The Committee further found that the provision of day-care services is an important support program that each campus should strive to provide.

The Committee found that only 3 of the technical colleges (KVTC, WCTC, and NMTC) offer some sort of day care programming. Each of these colleges contracts with a private day care provider for day-care programming for its students and employees. These colleges provide facilities for these programs but the day-care staff are not considered to be college employees.

The Committee also found that Central Maine Technical College offers a very limited amount of federal Perkins money to economically disadvantaged students to procure day care programming for their children. In addition, Central Maine Technical College plans to provide space for a day care program in its new multi-purpose facility which will be constructed over the course of the next year.

The Committee commends these campuses for their effort to provide day-care programming for their students and members of the college community. However, the Committee found that in general, there is a further need for expended day care programming on these campuses. In addition, the Committee found that the 2 colleges without any sort of day care programs (SMTC and EMTC) have an immediate need for some day care programming.

In conjunction with Recommendation 90, which addresses the System's planning process, the Committee found that the current work plan should be amended to assess the overall need for day care programming at each of the six campuses.

Therefore, the Committee takes two actions. First, the Committee finds that there is a need for more day care programming and facilities within the Maine Technical College System. Second, the Committee recommends that the System develop a survey designed to assess the current and projected student needs for day care programming and facilities within the Maine Technical College System. This survey should be included as a part of the Fiscal Year 91 Work Plan. Report to the Committee during the compliance review on the results of this survey.

ADMINISTRATIVE 95.

Direct that the Maine Technical College System develop relevant statistics on various unmet needs of the System, such as additional educational programs and student waiting lists for existing programs. Report to the Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education during the compliance review.

The System's planning process, which was described in previous recommendations, is designed to address many of the System's most pressing needs. In noting that a well designed and dynamic planning process will help to identify the prioritized needs of an educational institution like the Maine Technical College System, the Committee found that the System needs to communicate these documented needs to the Legislature on a regular basis. The Committee notes that in an immediate sense, the soon-to-be-completed work of the Commission to Review the Capacity of the Maine Technical College System is likely to identify many of the current needs of the System relative to its existing and future capacity.

Therefore, the Joint Standing Committee on Audit and Program Review recommends that the Maine Technical College System develop relevant statistics on various unmet needs of the System, such as additional educational programs and student waiting lists for existing programs. Report to the Committees on Audit and Program Review, Appropriations and Financial Affairs, and Education during the compliance review.

FINDING

96.

The Committee finds that a significant number of students attending the Maine Technical College System do not have the basic educational skills to successfully participate in technical programs at the higher education level. The Committee further finds that the Maine Technical College System, and other institutions of higher education, must currently expend a significant amount of scarce financial resources for remedial programs in order to provide students with the necessary skills.

ADMINISTRATIVE 97.

Create a Task Force to assess the numbers and types of students in the Maine Technical College System who need remedial programming. Report to the Committees of Audit and Program Review and Education by December 15, 1991.

During the course of its review of the Maine Technical College System, the Committee encountered numerous examples of the System's efforts to provide remedial academic programs to first year students. The Committee notes that the Maine Technical College System currently spends more than \$1 million (out of a total \$47 million) on remedial or developmental programs which are offered at each of the six campuses. The Committee also noted that by some estimates, approximately half of the incoming students in the Maine Technical College System need some sort of remedial assistance in order to succeed in post-secondary technical courses.

Upon review, the Committee found that, typically, students need remedial work in basic educational skills that should have been instilled in the earliest elementary grades and fully developed by the time of high school graduation. The Committee further noted that the apparent lack of success in the elementary and secondary public school system results in a situation in which significant amounts of taxpayer money is being spent in two different settings to accomplish the same goal. The Committee found the Maine Technical College System should be focusing more of its scarce resources on providing post secondary technical education programming to adequately prepared students. However, the Committee does recognize that a certain number of students, particularly older adults who are returning to education, are always going to need some remedial programming.

To help define the parameters of this problem, the Committee is recommending that a Task Force be established to review the extent to which remedial education is needed by students enrolled in the Technical College System. The Task Force will conduct a review of the remedial needs of students enrolled by program area and will also review the general skill levels of Technical College applicants. In addition, the Task Force will report to the Legislature on the results of its review, including any recommendations it deems appropriate.

The proposed Task Force is to consist of 10 members:

- 2 legislators from the Joint Standing Committee on Audit and Program Review, to be appointed by the Committee chairs;
- 2 legislators from the Joint Standing Committee on Education, to be appointed by the Committee chairs;
- 3 representatives from the Technical College System to be appointed by the President of the Technical College System; and
- 3 representatives from the Department of Education to be appointed by the Commissioner of the Department of Education.

This Task Force will be chaired by 2 Legislators, one each from the Joint Standing Committees on Audit and Program Review and Education. Task Force members will be appointed by July 1, 1991.

Therefore, the Committee is taking two actions. First, the Committee is making a finding that there are a significant number of students attending the Maine Technical College System who do not have the basic educational skills to successfully participate in technical programs at the higher education level. The Committee further finds that the Maine Technical College System, and other institutions of higher education, must currently expend a significant amount of scarce financial resources in remedial programs to provide students with the necessary academic skills. Secondly, the Committee is making an administrative recommendation that a Task Force be created to assess the numbers and types of students in the Maine Technical College System who need remedial programming. Report to the Committees of Audit and Program Review and Education by December 15, 1991.

FINDING

98.

The Committee finds that each technical college should develop an emergency loan fund to be administered by the Student Services Unit within that college.

ADMINISTRATIVE 99.

Direct that the Board of Trustees establish a policy for the use of Emergency Loan Funds.

During its review of the technical colleges, the Committee spent a considerable amount of time in learning about the particulars of each college. In one case that drew the Committee's attention, the Committee noted that Southern Maine Technical College makes use of an "Emergency Loan Fund." Briefly described, the Southern Maine Technical College Emergency Loan Fund is a fund set up by the Dean of Students to provide emergency loans of not more than \$150 to students who are having a genuine and immediate financial problem. Students who wish to obtain an emergency loan must submit an application to the Dean of Students in which the student promises to repay the loan within 30 days.

When first established in January of 1990, this Emergency Loan Fund was funded through profits derived from the bookstore. Since the initial seed money of approximately \$2,500, the fund has been self replenishing and functions as a revolving fund; i.e. the fund is funded by loan repayments. In addition, the fund proceeds are invested as a certificate of deposit and through the accrual of interest, the fund is able to increase in size.

The Committee found that in one recent 7 month period, there were a total of 25 loans made from the fund ranging in size from \$15 to \$125. In addition, the Committee found that most students have repaid their loans promptly and that the fund is appropriately administered.

In conclusion, the Committee finds that the concept of the Emergency Loan Fund is an admirable one and that such funds should be created at each of the campuses. However, the Committee found that the Board of Trustees needs to develop a written policy governing the uniform use and administration of these funds before their use becomes more widespread.

Therefore, the Committee is taking two actions. First, the Committee finds that each technical college should develop an emergency loan fund to be administered by the Student Services Unit within that college. Second, the Committee recommends that the Board of Trustees establish a policy for the use of Emergency Loan Funds.

ADMINISTRATIVE 100.

Direct that Southern Maine Technical College phase out its financial subsidy for the Energy Testing Laboratory of Maine. Savings generated from the subsidy phase-out should be used to fund educational priorities within the college.

As a part of its review of Southern Maine Technical College, the Committee carefully examined the several organizations or functions which are either directly associated with the college or simply located on the Southern Maine Technical College campus. One of these organizations is the Energy Testing Laboratory of Maine.

Upon review, the Committee found that the Energy Testing Laboratory of Maine is established by current law (20-A MRSA §§10201 - 10206) as a part of Southern Maine Technical College. In brief, the Energy Testing Laboratory of Maine exists to provide a rating service for radiant heating products which are to be sold in Maine. The Energy Testing Laboratory of Maine is housed at Southern Maine Technical College, and receives some \$80,000 in Educational and General unrestricted funds to help subsidize current operational costs. The Energy Testing Laboratory of Maine is authorized by law to charge fees for its services. Fee revenues have been used to cover the balance of the Laboratory's operating costs.

The Committee found that the Laboratory does not provide any direct educational services to students although tested equipment is often donated by the manufacturer to the college's Heating and Air Conditioning Program.

The Committee further found that although the Energy Testing Laboratory of Maine provides a useful and worthwhile public service and that it should remain as a part of Southern Maine Technical College, the Laboratory should be a self supporting enterprise. The Committee found that the College should not be using monies which originate from scarce state tax revenues and student tuition to fund the operational costs of a testing organization which serves commercial clients. The Committee also found that the affected radiant heating producer

industry should be required to bear the full costs of operating this type of testing laboratory. Finally, the Committee noted that even without the present subsidy, the Energy Testing Laboratory of Maine will continue to receive significant benefits from its rent free facility and the administrative services provided by the college.

Therefore, the Joint Standing Committee on Audit and Program Review recommends that Southern Maine Technical College phase out its financial subsidy for the Energy Testing Laboratory of Maine. Savings generated from the subsidy phase-out should be used to fund educational priorities within the college.



APPENDIX 1

STATISTICAL ANALYSIS OF
SURVEY OF MAINE STATE
LEGISLATURE REGARDING
THE MAINE TECHNICAL
COLLEGE SYSTEM

Note: In addition to the depicted percentage figures, this appendix includes all written comments made by each respondent to the Committee's survey. Comments were recorded verbatim. To insure confidentiality, the respondents are identified only by the order in which the surveys were received. For example, all comments labeled as "#50", refer to the comments made on the 50th survey received by the Committee.

SURVEY OF MAINE STATE LEGISLATURE
REGARDING
THE MAINE TECHNICAL COLLEGE SYSTEM

1. The Maine Technical College System is established by current Maine Law (20-A MRSA §12702 et. seq.) to provide necessary postsecondary technical education for the people of the state of Maine. As presently authorized, the Maine Technical College System is considered to be "a body corporate and politic and a public instrumentality of the State", and is generally referred to as a "semi-autonomous" state agency. In your opinion, the current status of the Maine Technical College System, as described above, is:

<u>81%</u>	A. Appropriate
<u>7%</u>	B. Inappropriate
<u>5%</u>	C. Other (Please specify) _____
<u>. 7%</u>	NA

Comments:

- #20. Not sure.
- #26. Not sure - need more info and analysis.
- #34. Needs to be better defined and a more specific mission should be formulated by the Legislature.
- #38. Should be wholly and autonomous like the University System.
- #50. Should have same status as U.M. System.
- #56. Grossly underfunded.
- #60. Maybe add something regarding its vital role within our educational delivery community and/or state mission.
- #64. Technical College needs more autonomy.
- #65. Appropriate but perhaps a stronger link to the University of Maine could help.

2. The present relationship between the Legislature and the Technical College System is:

<u>18%</u>	A.	Excellent
<u>44%</u>	B.	Good
<u>25%</u>	C.	Satisfactory
<u>10%</u>	D.	Needs improvement
<u>0%</u>	E.	Other (Please specify) _____
<u>4%</u>	NA	

Comments:

#1. Excellent in most cases

#11. Getting Better, too.

#26. System is in transition phase legislature needs to be informed and involved in the changing nature of the Technical College System.

#66. Legislative candidates should be encouraged to tour local VTI's to get a look at what they do, who the student's are, how they impact on their regions. Likewise Board members should spend a day with the legislature, tour hearing rooms and get a sense of the breadth of our agendas.

3. Please rank, in order of importance, any way in which the present relationship between the Legislature and the Technical College System could be improved:

<u>32%</u>	Improved budgetary/appropriations process.
<u>15%</u>	Increased accountability from the Technical College System
<u>44%</u>	Better communications.
<u>4%</u>	Other (Please specify) _____
<u>5%</u>	NA

Comments:

#6. Present administration under Director Fitzsimmons has met all my expectations of communications VTI/Leg. relationship.

#12. I think most Legislators don't understand the Technical College system.

- #13. Better communications and understanding by Legislators.
- #16. It appears to me that existing relationship is quite satisfactory.
- #28. Making the Technical-college system a higher priority.
- #38. Better communications - Greater useability of the Board of Trustees members working for Technical College issues/particularly budget and appropriations and Education Committee.
- #50. More autonomy.
- #58. Continued communication of need, curriculum, budget needs, etc.
- #66. Better communications - On the other two it is almost institutional that conflicts will come up in these areas - working on them will be a continuing process.

4. In recent years, the state has appropriated the following amounts of General Fund money to the Technical College System:

% of Increase
Over Previous Year

FY 87 - \$19,215,788	
FY 88 - \$19,434,566	1%
FY 89 - \$21,117,672	8%
FY 90 - \$24,061,695	12%
FY 91 - \$25,245,169	<u>5%</u>

Four year average increase 6.5%

Which of the following would you favor in terms of future state appropriations to the Technical College System:

- 0% A. Decrease in total funding;
- 5% B. No increase in total funding;
- 1% C. Reduced rate of average increase in total funding;
- 33% D. Same rate of average increase in total funding; or
- 48% E. Higher rate of average increase in total funding.
- 12% NA

Comments:

- #5. The technical schools should receive more as more jobs are related this way for the future.
- #6. Would not advocate any specific increase. We should try to meet need with available resource - If revenue become available VTI should have strong consideration.
- #10. To account for inflation, expansion of both enrollment in current programs and new programs.
- #11. Need to identify technical needs and reach out to add programs and fund them.
- #16. Depending on state's economy and revenue available.
- #24. I really don't know. Use the funds wisely then ask for more if you need it. Remember the tax payer needs his money too.
- #25. Need to assess what is needed. Not make blanket decision.
- #26. Can't make a recommendation without knowing the plans for enrollment, program, facility and staff etc.
- #29. Higher rate of average increase in total funding. Ruling out FY 87, the average increase is over 8%.
- #43. Depending on the need.
- #65. It is still too far behind.
- #66. With the current budget crunch, if we get 6.5% for VTI's (even with their role in economic growth) he'll be doing well.
- #73. Higher rate of average increase in total funding. - When money is available.

5. The present level of state appropriations for the Technical College System:

- | | |
|------------|---------------------------------|
| <u>0%</u> | A. Is excessive. |
| <u>37%</u> | B. Is satisfactory. |
| <u>49%</u> | C. Is inadequate. |
| <u>4%</u> | D. Other (Please specify) _____ |
| <u>10%</u> | NA |

Comments:

- #1. The Technical College in my opinion will keep our youth in our Home State. They can get a much needed education. Business & Industry needs these people.
- #5. Let's give our children a chance to receive technical ed and lets give them good jobs, no training no jobs.
- #6. Appears satisfactory - We have made fair progress & within means over the past three years.
- #19. 1. All people are not college material. 2. Job market will be constantly changing so job training must also adapt to new demands at all levels.
- #20. Has there been instigated long term follow-up on the success of the System? I'm sorry that I don't know.
- #24. Really don't know.
- #25. Don't know.
- #26. Can't make a recommendation without knowing the plans for enrollment, program, facility and staff etc.
- #29. I would need to know more about the adequacy of program offerings - we must then fund that need.
- #32. More money is needed for the development of new programs and expansion of some present programs.
- #38. The Governor's budget recommendations is indicative of the "Step Child" relationship or view by the Executive Branch.
- #48. The mission of the Technical College is crucial to our state as the graduates stay in Maine and provide necessary technical services.
- #51. However, we all need to know the Technical System's "Wish List" for new courses - so we can better judge how much to appropriate.
- #66. It has to be adequate - we're out of money. Sorry to be so blunt - but to be candid, it goes from Board to Administration to Faculty to Students picking up a few more women at each step down the ladder! Given the

growing number of single (female) head of households living marginally and with children, the expenditure of VTI dollars geared to training women for better paying, career ladder oriented jobs and assisting financially marginal women to attend school should become much more high profile. I.E. VTI's are still viewed by the public as "boys" schools. To make me happy you have to aggressively campaign against that image. Look to your leadership first it's too male.

#73. Is satisfactory - As the economy is at present.

6. At the present time a portion of the General Fund appropriations to the Technical College System is used to partially subsidize the overall costs associated with dormitory and other living expenses. This situation appears to be different than that of the University of Maine System where appropriations from the General Fund are used only for educational and general expenses. What is your opinion of this issue:

- 34% A. Need more information.
- 18% B. No change is necessary at this time.
- 34% C. The Technical Colleges should begin moving towards using General Fund appropriations only for educational and general purposes.
- 8% D. The Technical Colleges should take immediate steps to use General Fund appropriations only for educational and general expenses.
- 3% E. Other (Please specify) _____
- 3% NA

Comments:

#1. I feel John Fitzsimmons & Staff will work for and do what is best as to where to use the funding. Most students that attend VTI need subsidizing for living expenses.

#6. This is a low/moderate income group in our Maine people. W/out help they would be prevented from attendance. This subsidy is as important as tuition & books.

#10. Before going to C: Study Financial aid, tuition, fees, financial aid forms of current students to establish need, State Student Financial Aid programs, Federal student financial aid programs.

-
- #13. It's good and it helps the student and in most case indirectly the parents The Tax Payer.
- #14. Personal Services??
- #20. There's a fundamental difference between the two, isn't there? It seems the capital base of the University of Maine System was established long ago and has had the benefit of many decades of investment ... something that lies far in the future for the technical system perhaps. Maybe what is needed is a closer association between the two?
- #26.. How does financial aid come into the picture? Financial barriers must be eliminated either through general appropriations to reduce cost or financial aid.
- #34. Many of the students could not afford the additional expense and might not attend at all.
- #48. Don't know. Technical College has a different mission but it is a good issue for review.
- #54. Present systems keeps Technical Ed. within reach of average student who chooses not to go to a Liberal Arts State University Campus. Housing is part of the expense to be controlled to keep that educational affordable.
- #56. No change is necessary at this time. This is appropriate considering the ability of many T.C. Students to pay verses that of University of Maine System Students.
- #58. With consideration for those who could not attend without subsidization.
- #64. I think the needs and number of students served under the Tech. System are very different from the University.
- #66. Need more information - How do costs per student compare to the University? You have a lower % of students who live on campus and are at the "traditional" age, don't you?
7. What are the main topics of discussion raised by constituents in your district regarding the Technical College System?
-
-
-

Comments:

- #1. Their feelings are that the Technical Colleges are a great asset to our students and area's and very much needed - They Support them 100%.
- #3. Quality of Education.
- #5. Need more programs lack of teachers.
- #6. "Excellent;" helped me to a productive place in the world; "I am a nurse because of the VTI."
- #7. I've really had no discussion regarding "the system", so I assume no news is good news!
- #8. What degrees are available? Are credits transferable to other TC?
- #9. Lack of student participation because of poor image of Technical College System.
- #10. Limit of studies to numbers allowed to enroll in areas (Courses) of (economic &) employment demands occupations MTCS - has statistics showing the number of applicants and the number of students accepted by course offered (& by campus)
- #11. Expanding programs. Clarifying RN Program.
- #12. Getting into the Technical College (Waiting list)
- #13. Those who have sent their children to Technical College system are truly pleased and some have sent their children to U. M. O. and now wish they would have sent them to the Technical College System.
- #14. Availability of course.
- #15. I don't hear any.
- #16. There is generally a good feeling regarding the system. From time to time there are requests for additions or changes in the curriculum.
- #17. Good reports from employers.
- #18. Communications and delivery of service.

-
- #19. 1. All people are not college material. 2. Job market will be constantly changing so job training must also adapt to new demands at all levels.
- #20. The System is not much discussed, I think. The students I meet are pleased, however, with the opportunities the system affords them.
- #21. Courses available- the more choices the better. Access for GED recipients.
- #22. Not enough options for students.
- #24. Nothing.
- #25. None.
- #26. Haven't heard any recently.
- #27. They think the System is great, want it supported as much as possible.
- #28. Very positive.
- #29. Availability of courses (specific)
- #30. Promote the Technical College System - Work closely with industries and listen to industry.
- #31. Generally they approve of training people with skills which are in demand by area employers.
- #32. Very positive, very supportive, more money needed for more programs for both youth, and adults needing retraining.
- #33. Very highly respected.
- #34. Most are happy with the institutions.
- #37. None.
- #38. More continuing education course. Don't pander to businesses and be dictated by Chamber of Commerce.
- #39. None.
- #40. Too expensive.
- #42. New programs reflective of labor market demands.

-
- #43. The need for more Technical Colleges.
- #44. I have heard nothing but positive comments regarding CMTC. Programs should be expanded to meet the needs of year 2000.
- #45. Some concern regarding duplication of effort. Most comment directed to High School Programs.
- #46. Opportunity to enroll in some courses is limited.
- #47. My Constituents are very supporting of Technical College. There graduates are vital to the economy and in most circumstances are people trying to improve their life. Generally they have very limited resources.
- #48. I encounter graduates all the time. It serves a vital need. Business seem to be satisfied.
- #49. Need to expand.
- #50. Too many applicants are turned away.
- #53. Relationship and/or duplication of effort with Vocational Technical High School.
- #54. Affordable education for those not interested in Liberal Arts Education at our State University.
- #56. Many are concerned that valuable programs are being cut for budgetary reasons.
- #58. Curriculum. Job training with a job at the end of study. Concern that T.C.'s will become unavailable for those populations who need that type of training.
- #60. Availability of programs; frustration because programs are full (I.E., nursing) and satisfaction/fulfillment of graduates.
- #61. From a general viewpoint the comments are always positive and supporting. No reduction in staff or programs; increased or at least the same funding and more dormitory space are the more specific topics.
- #62. We need to break down the gender barriers in course offerings. Some people think the technical colleges are too market-driven and not trying hard enough to reach the people, such as displaced homemakers, who need the education.

-
- #63. The Quality of education that our students receive from the system. There is general satisfaction with the system.
 - #64. Generally more resources and information at high school level should be distributed. (ie) Tech. College's don't get the recognition they should. Not everyone needs to go to liberal arts college.
 - #66. Most are very pleased that we have one.
 - #67. My constituents like the accessibility of the VTC system. There does need to be more flexibility in course scheduling, but many use the VTC system to provide them with a marketable skill and find, in future years that they return to school to go on further.
 - #68. None.
 - #69. None.
 - #70. Expand programs.
 - #71. Expanding curriculum.
 - #72. No complaints.
 - #73. Are credits transferable? Competency of some instructors.

8. How important do you think the Technical College System is to the economy of Maine?

<u>74%</u>	A. Very important
<u>23%</u>	B. Important
<u>1%</u>	C. Not important
<u>0%</u>	D. Don't know
<u>1%</u>	NA

Comments:

- #1. The Technical College System is a great asset to the economy of the State. We should work to do all we can to improve it all.
- #6. Provides a way up & out for so many who would otherwise be caught in the absolute lower side of the economic scale & personal worth to themselves & Society.

-
- #19. 1. All people are not college material. 2. Job market will be constantly changing so job training must also adapt to new demands at all levels.
 - #56. Important and if it were adequately funded, its impact would be that much greater.
 - #66. Very important - Especially to the age old dream that "moving up" is possible for anyone with hard work ambition and training. Maine's economy does well when there is confidence on the part of our citizenry that goals are obtainable.

9. Please rank the following issues concerning the Technical Colleges in order of importance to the State of Maine:

- 55% Meeting the broad post-secondary technical educational needs of Maine citizens.
- 14% Improved access.
- 16% Expanded course and program offerings.
- 7% Improved quality.
- 3% Other (Please specify) _____
- 5% NA

Comments:

- #6. The purpose of the VTI is to provide technical background in various trades with importance placed on need in market. (No need to train beyond job availability) Secondary purpose provide educational background commensurate with ability to absorb and to meet self worth.
- #10. Maintain the quality of programs in general and improve program offering when necessary to meet industries technological changes.
- #13. Make sure we educate our citizens for jobs that will be there in the future.
- #26. Expanded course and program offerings as appropriate and needed by economy. Improved quality - Probably more necessary in some study areas than others.
- #37. I'm not sure how to rank this.
- #42. These should all be concurrent goals.

#54. Quality seems pretty good now - Not really a threatened item.

#56. Improved quality (Quality is fine now).

10. What is your personal impression of the overall quality of education offered by the Technical College System?

<u>38%</u>	A. Excellent
<u>48%</u>	B. Good
<u>7%</u>	C. Satisfactory
<u>1%</u>	D. Needs Improvement
<u>3%</u>	E. Don't know
<u>3%</u>	NA

Comments:

#20. Not really very well informed on this!

#26. Varies by college and programs within a college.

#42. However, the cost to upgrade teaching equipment keeping with the changing technology has an effect on quality.

11. Please list what you think are the three strongest assets of the Maine Technical College System:

1. _____

2. _____

3. _____

Comments:

#1. 1. Gives our students a chance for a good education. 2. Keeps our people in Maine. 3. They can get trades which will give them a chance for good jobs and good living.

#2. 1. Training - hands on experience for real life jobs. 2. Preparing this generation for tomorrows world. 3. Maine traditions & education passed on to next generation.

-
- #3. 1. Teachers.
- #5. 1. Meet the needs of more students for technical jobs.
2. Its easier for a student to become involved. 3. Lots less sports means more time on studies.
- #6. 1. Motivated students. 2. Stronger facility & staff, interested, motivated, experienced. 3. Sufficient funding to provide for those who are in a reduced position to provide for themselves.
- #7. 1. It presents an avenue for kids who don't really want to attend traditional college to become something 2. The results of learning a trade are more tangible. 3. Business can "tailor" courses to meet their needs.
- #10. 1. Serves the needs of Maine Citizens (students) to live a more fulfilling and productive life. 2. Serves the needs of Maine Business Industry and enhances the attraction of new industry. 3. Ability to train and re-train Maine work force.
- #11. 1. Meet needs of more technical society. Broad based attraction to TC's for all people. Relative "low" cost.
- #12. Technical College are getting students they may have never would of went on to College I think it is really needed.
- #13. Dedicated people running the system. Dedicated and professional teaching staff. A very great percentage of the students enter the field of work they wanted and some have a job guarantee before they graduate.
- #14. Wide Range of offering. Access. Affordable.
- #16. Access. Job placement for students. Training programs that help business.
- #17. Not well enough informed.
- #18. Locations - facility - student employment.
- #21. Committed board and new director. Wide variety of courses available. Communication with Local Communities.
- #22. Regional availability. Quality of staff. Tie to community.
- #23. It meets the needs of people who may not choose to go to college. There seems to be excellent cooperation between

business and the technical college system ie. building program at Presque Isle. I'm impressed with the nursing program and utilization of facilities at Presque Isle.

- #26. Technical education offered on a regional basis. Offers post-secondary education to Maine students unable or uninterested in University Study.
- #27. Business cooperation to provide training. Facility (dedication) Excellent reputation.
- #28. They produce taxpayers! They revise the level of education in the areas they operate. They provide a trained work force for Maine business.
- #29. Faculty. Facilities. Acceptance of System by the people of Maine.
- #30. Provide skills needed for economy & industry of tomorrow. Provide re-training for industry/business.
- #31. Providing training in technical skills for nonacademic people so that they may become self-supporting, productive, employable members of society. Providing employers with a trained workforce. Allowing graduates to return to their own communities with skills which will provide them with a better income - rather than leaving the states or facing an unsatisfying future on minimum wage.
- #32. Provides training in trades & occupations for students interested in these areas. Provides an education for youth and adults beyond Secondary School. Promotes the economic development of a region and provides the training in skills that businesses and companies need from their employees. Has an excellent reputation for performing its schooling well and addresses the needs of today.
- #33. Flexibility in training for any job that is needed. Helping all children feel they "can have" more education. Keep in contact with industry.
- #34. Provide a trade. Easier to access. Excellent Staff.
- #35. Job opportunity assistance. Detailed emphasis on specialized training.
- #37. It is meeting the needs of a group of citizens that would not otherwise be met.

-
- #38. Geographically located across Maine. Good quality instructors. Good administrators.
 - #40. Fulfills the needs of local industry and businesses. Provides technical needs of local students.
 - #41. Meets needs of many in area for jobs. Provides skilled labor. Increases desires for higher education.
 - #42. Training a skilled labor force to encourage Economic Development within Maine. Provides a conduit between the labor force and industry. Provides access to educational opportunities to the citizens of Maine they might not get elsewhere.
 - #44. Able to respond quickly to the changing needs of the states labor skills needs. Ability to reach out to those who would not otherwise pursue education in University System. Improving skill levels of the states high number of unskilled and retraining levels.
 - #45. Response to industries needs.
 - #46. Opportunity to obtain education in skills such as nursing, electrical, carpentry, etc. Job openings are excellent after graduation. Quality of education offered is excellent.
 - #47. Providing an opportunity to the students for a future. On the Legislative tour I was impressed with the different employers strong support for the training these employees had received. It provides an excellent opportunity for their future employment.
 - #48. Dedicated and caring teachers. Ability to train students for the future. Link to the Maine business community.
 - #50. Quality education. Cost. Reputation.
 - #51. Non-college people are comfortable going their and it has a great tie to our Maine economy.
 - #53. Responsive to needs of students ie: their academic level.
 - #54. Its regional campuses. Course offerings not available at U-Maine campuses. Affordable costs.
 - #55. A place for students who are not 4 year liberal arts etc students to have an education and better themselves.

-
- #56. Excellent faculty and staff, some of the most dedicated educators I've ever met. A very positive attitude on the part of employers towards M.T.C grads. An administration that fights for the resources needed to run the program successfully.
- #57. The quality and dedication of its instructors. Willingness to adopt programs to needs of business and industry. Offering an alternative educational institution.
- #58. Availability. Job Training & retraining. Diverse programs for those who do not qualify or have interest in other postsecondary training.
- #60. Addresses comprehensive needs of non 4-year college preparatory high school graduates for higher education. Absolutely integral in retraining arena for the 90's and beyond. Flexibility and responsiveness of VTC programs to Maine's economy.
- #61. The flexibility it has in developing and offering programs. The support of the public and, more recently, the Legislature. The quality of faculty and administration.
- #63. The availability of post secondary education at many locations in the State. The variety of trades and professions a student can choose from. The quality of instruction which helps people obtain work in there chosen fields.
- #64. General Education with emphasis on specific skills. Academic and Business relationship is an advantage to Maine workers. Job training for Maine people in a fast changing technical economy. Thank you for sending this questionnaire.
- #65. Committed, dedicated staff, creative too. Good locations, decent real estate.
- #66. Training is not limited - When you get to be some specific "thing" there are more opportunities to further train for advancement. Health care field education - you will be a vital part of beating back our shortages in nursing and other health care professionals. Excellent faculty. For Lewiston Auburn, Dick Conrath was one of the Major assets until now, but alas, you let him slip away!
- #67. Accessibility - students are able to get a good technical education at low cost. Partnership between State and

industry - use of courses at VTC to feed employees to ready employers. Education and training adds to self-esteem of students - use background as stepping stone to inclusion in community life through work and continued education.

- #68. No comment.
- #69. Provide technical training to Maine's youth.
- #70. Improved reorganization. Accessibility. Quality programs.
- #71. Specific "hands on" technical teaching.
- #72. Gives students good training in their interest at affordable cost.
- #73. Making education available to many areas. Improving and updating skills for area employment.

12. Please list the three areas of the Maine Technical College System that you think need improvement:

- 1. _____

- 2. _____

- 3. _____

Comments:

- #1. 1. more funding. 2. more courses. 3. All campuses should have a recreation buildings to keep students active and on campus.
- #2. 1. Classroom coordination with teachers & Students. 2. Room & Board expenses! 3. Scholarships & Financial aid.
- #3. 1. More P.R.
- #5. 1. Need more technical teachers for different areas. 2. Need to comb business community and stay in touch.
- #6. 1. Be sensitive to market for jobs - Varying the level of attention to expand or curtail programs.

-
- #7. 1. Maybe we ought to have the Executive Director address the legislature (like Bob Woodbury does).
- #10. 1. MTCS should serve more full time students (should set a goal of 10,000 full time students) Maine sends fewer High School Grads on to post secondary education than 45-49 States. 2. Should establish closer ties with secondary schools - maybe establish a 2 plus 2 system. 3. Use Area Secondary Vocational facilities for local continuing educations. Might incorporate ITV courses to meet local needs in Auto Mechanic, etc.
- #11. Expand programs, schedules. Outreach, satellite courses into "rural" regions.
- #14. Out reach - to students both Secondary and Post Secondary. Quality - Don't let tenure dilute courses.
- #17. Not well enough informed.
- #18. Administration - Trustee's attention to the issues - money (lack of)
- #19. Must adapt to constantly changing job market. Financial assistance to poor.
- #20. Finances, very likely. Broadening scope of the program.
- #21. Increase communication and interrelationship with OSM and other Post Secondary. Institutions. Increase use of remedial help - tutoring - special remedial courses to increase access especially with low income and nontraditional students. Increase skills and effort to lobby the Legislature and Governor.
- #23. Something must be done to address the problems regarding subsidizing dorm costs.
- #26. Educational standards. Faculty recruitment - education background - and salary improvement.
- #27. Funding.
- #28. Recruitment - T.V., radio, out-of-state you really have something -sell it!! Better operating and physical plant budgets, more money for course expansion, this will allow the schools to be more flexible and attend to business needs.

-
- #29. Capital (training) equipment. Professional staff development. System-wide communication.
- #31. Forget trying to compete with the established university system. Build a sense of pride in their technical accomplishments - different, but not inferior to academic accomplishments.
- #32. Better and newer equipment for the trades & occupations. More money and the ability to expand to meet the needs of youth and adult. More planning to meet the future needs of the area and businesses and companies that may decide to develop here.
- #33. To be aware of changing technology. Better Library facilities between schools.
- #34. Improve image - Make attending technical Colleges as noble as attending the other campuses. Educate the constituency of future needs rather than emphasis only present need - Create a desire to enroll in these areas of the future. Take advantage of all the free public service T.V. time to accomplish the above.
- #35. Communications - public relations. Expanded enrollment opportunities.
- #37. Instruction - Availability - Publicity.
- #38. More liberal arts courses need to be required. Additional continuing ed offerings needed. More majors need to be offered at campuses even if offered on 1 or more campuses. More financial aid opportunities. Continuity needed - Presidents who will stay for a long time.
- #39. Technical School in York County.
- #41. Medical careers. Better technical equipment.
- #42. The physical plant facilities. Developing new areas of training commensurate with labor market demands. Expand the nursing program.
- #44. More up to date equipment! Much equipment was given by local industries. Continue to be in touch with local and state industry labor needs and changes.
- #45. Better communications with high school programs Need to be more aware of work place problems. Students need knowledge about traditional equipment and machinery. Not all businesses have computer operated machinery.

-
- #46. Dormitory space is limited, especially the college located in Auburn. Some courses enrollment is limited.
 - #47. A better public awareness of the opportunity offered by the Technical College.
 - #48. Courses - buildings lack of ie dormitory space Link to community.
 - #50. Need to be able to accept more students. They need more dorm space. They need gyms and a sports program.
 - #53. Coordination within and without the system.
 - #54. Affordable and keeping it so to the greatest number.
 - #57. Its publicly perceivable idea of application only without book learning education. Need to stress its importance in a Service - Oriented Society. Publicize pride in achievement, adaptability and success emphasizing self esteem of student body.
 - #60. Program and/or course offerings must be relevant to what the "state of the art" is today. Up to date equipment, supplies, technology, hardware - not cast off the business community. Aggressive portrayal gender equity and implementation of non-sexist language; recruitment of young to older women in non-traditional but well paying jobs, programs, roles.
 - #61. More student living space is needed. A better job of letting the public and decision makers know what they are doing and why they need support.
 - #62. Most courses seem traditional in lack of gender balance: women in nursing, men in electronics, etc.
 - #64. More guidance counseling toward Technical Collage opinion on high school level.
 - #65. Equipment in many Technical areas is years behind that actually used in that industry. Public recognition of the importance of this type of education. Scholarship availability.
 - #66. Public image as being primarily for males and an "odd place for women to further their education. Board and Administration that is predominantly male. Overwhelming when you think the population is 50% female and today even

law schools graduate 1/3 females. Getting to know legislators and getting legislators to know VTI's.

- #67. More funding. Expanding course offerings. Need to encourage students to see import of State role in their education.
- #68. No comment.
- #70. Funding. Communication. Upgrade technology of programs.
- #71. Up to date technical teaching at each of MTCS - ie electromagnetic process.
- #72. Salaries - Better communication with high schools.

13. How effective is the Technical College System in working with local business and industry to provide appropriate post-secondary technical educational programs?

<u>16%</u>	A. Excellent
<u>37%</u>	B. Good
<u>16%</u>	C. Satisfactory
<u>11%</u>	D. Needs improvement
<u>5%</u>	E. Other (Please specify) _____
<u>14%</u>	NA

Comments:

- #1. We need it here in Washington County.
- #6. Appears good to me, but some examples - still putting out welders - elections - Other trades when job opportunity is either reduced/filled/gone.
- #12. Needs improvement in my area.
- #15. Do not know.
- #17. In Northern Maine.
- #20. Don't know.
- #24. Don't know.
- #25. Don't know.

-
- #26. Don't know.
 - #36. Don't know.
 - #37. Do not know - have heard very little in the area except for one person who looked into the program and state it did not go far enough in depth - Study.
 - #38. Sometimes go to extremes, which are not necessary to satiate business. Yet businesses in Maine do little in return - unless they get something for it.
 - #48. Move is being made to be more in touch with business from all the educational institutions including secondary. Don't know the level of those services or dialogue.
 - #61. Varies from area to area.
 - #62. I don't really know.
 - #64. This is true in my geographic area however I am not familiar with other state regions.
 - #68. Have no way of knowing.

14. **How effective is the Technical College System in working with local school districts to meet the post-secondary technical and vocational educational needs of the general (non-4 year college) student population?**

<u>8%</u>	A. Excellent
<u>23%</u>	B. Good
<u>23%</u>	C. Satisfactory
<u>22%</u>	D. Needs improvement
<u>4%</u>	E. Other (Please specify) _____
<u>19%</u>	NA

Comments:

- #1. Great working relationship here in our area with school districts etc.
- #6. Appears good to me.
- #10. Could be improved and through better High School guidance Counselor involvement.

-
- #12. I think it could work harder.
- #15. Do not know.
- #20. Is there such a fine line between tech-voc and professional? Should there be? There's a gap here needing a bridge, I think. I dislike the assumption that the general student population is "non-4 year college." Bright kids know that "4-year college" does not make them self-sufficient, necessarily. The two need welding.
- #24. Don't know.
- #25. Don't know.
- #26. Don't know.
- #31. There is an unfortunate tendency of high school teachers to ignore or look down on those who are not academic achievers. This should change, as it contributes greatly to the drop-out rate, and discourages some of the "better" students from taking vocational courses which they might enjoy and benefit from ever lifetime. It is not demeaning for anyone to learn how to cook, sew, change a tire, build a house or fix the plumbing!
- #36. Don't know.
- #41. Not certain.
- #47. Unable to answer.
- #48. Don't know.
- #60. I'm a vocational teacher and am not contacted prior to visits to my high school.
- #61. Good but again, varies from area to area.
- #62. Don't know.
- #64. This takes cooperation from secondary education leadership.
- #66. Again, the VTI's are well known in the "shop" and vocational classes - You need to do more outreach to other students and also to the non-traditional (G.E.D.) high school students who are older.
- #68. Have no way of knowing.

15. Should the Technical College System establish additional campuses?

<u>26%</u>	Yes
<u>58%</u>	No
<u>16%</u>	NA

If yes, where should these campuses be located?

Comments.

- #1. Don't know for sure. Would have to see to study. I would want to see where they would be wanting to put them.
- #2. Not yet.
- #3. Central Me.
- #5. All over the state.
- #6. Appear to be correct in this area - possibly Ellsworth area - Hancock/Wash County?
- #11. Need to establish "remote" off campus "satellite" locations.
- #13. Not sure.
- #14. Day campuses - ie Ellsworth, Machias, must be careful not to reduce quality just to enlarge.
- #19. Western Maine.
- #20. ? Probably.
- #21. Surveys of needs would be necessary. - I would guess some rural areas could be better served (North & West).
- #22. Mid-Coast.
- #23. If feasible - not sure where.
- #24. I don't know.

-
- #28. Would like to see the ones we have brought up higher on budget priority.
 - #30. Use telecommunications.
 - #35. Where need and demand justify.
 - #37. Southern York County.
 - #39. York County.
 - #49. Western Maine.
 - #50. Where the schools are.
 - #58. As needed.
 - #60. Western Mountain area (CMVTC is not conveniently accessible.
 - #63. Not until the States financial crisis is over.
 - #64. In the form of satellite operations in each region.
 - #67. Satellise campuses (ie at local high schools) in rural areas like proprietary schools have been doing for years.
 - #73. If necessary. York County, don't know about No. Maine.

16. Should the Technical College System decrease the number of existing campuses?

0% Yes
90% No
10% NA

If yes, which campuses should be discontinued?

Comments:

- #1. Positively no.
- #26. Probably not.
- #34. Don't know - Certainly not the one in Aroostook.

#48. The Northerners are paranoid about this type of question because in the past, northern campuses have always been scheduled foreclosing.

17. Does the Technical College System adequately cover every area of the State?

<u>53%</u>	Yes
<u>22%</u>	No
<u>25%</u>	NA

If yes, where is additional coverage needed?

Comments:

- #1. Yes as far as I know.
- #6. Appear to be correct in this area - possibly Ellsworth area - Hancock/Wash County?
- #10. A Study of York County needs may show a need of expansion in development.
- #11. No "Rural" Maine.
- #13. Should be No - Not sure.
- #14. Washington County - Hancock County.
- #19. Western Maine.
- #23. Do not know.
- #24. Rural.
- #26. Satellite courses and ITV programs would help reach remote areas.
- #27. With Satellites.
- #29. It works when the secondary region, centers and adult education programs are utilized as satellites.
- #35. Rural areas.
- #37. Not sure.

-
- #39. York County.
- #46. I believe this should be NO.
- #48. Our students have to travel 50 miles or more to get to the nearest campus - the road system being inadequate especially during the winter months.
- #49. Western Maine.
- #50. Not sure.
- #60. Western Mountain area (CMVTC is not conveniently accessible.)
- #66. Yes - within our financial constraints given the size of Maine and it's population.
- #67. Satellise campuses (ie at local high schools) in rural areas like proprietary schools have been doing for years.
- #68. I believe they are doing the job.
- #73. York.
18. **If a private college is already filling a special need for technical course offerings, should the Technical College System offer the same type of educational programming?**
- | | |
|------------|--------------------------|
| <u>25%</u> | A. Yes |
| <u>29%</u> | B. No |
| <u>38%</u> | C. Need more information |
| <u>1%</u> | D. No opinion |
| <u>7%</u> | NA |

Comments:

- #1. Yes but No need information.
- #6. This is difficult. However, a subsidy/scholarship Program available on an "as needed" basis would/should be adequate to provide where student cannot or needs assistance. No justification for Public duplication if Private can meet the requirement.
- #10. Depends on quality of the private college offerings. Cost - etc.

-
- #11. Private college costs often beyond means of many Maine citizens.
 - #21. Yes if location of Tech. College means more accessibility. No, if need is being met adequately.
 - #26. Could the state subsidize that program?
 - #50. Private colleges are beyond the price range of many Maine students.
 - #51. Ask the business's affected.
 - #53. No..but look at excessive costs.
 - #60. Have some difficulty with this because private colleges contribute much to Maine's cultural, educational and economical environment. They're experiencing some enrollment crunch as some public institutions. Taxpayer subsidized VTC's do not represent fair competitors and/or competition.
 - #64. In the form of course partnerships.
 - #65. Is that private college accessible to Maine students? - geography - financial.
 - #66. Depends on costs - if it is significantly less expensive or of measurably better quality and if the demand is high.
 - #67. If the private college is providing the same service at the same cost to the students then the VTC System should discontinue its offering. I suspect, however that this is not the case.
 - #70. Yes - Depending on access.

BACKGROUND INFORMATION

- 19. In which chamber of the Legislature do you serve?

<u>85%</u>	House	<u>14%</u>	Senate	<u>1%</u>	NA
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- 20. My district is predominantly

<u>55%</u>	rural
<u>29%</u>	suburban
<u>18%</u>	urban
<u>1%</u>	NA

21. The Technical College campus(s) most frequently used by my constituents is:

- | | |
|------------|--|
| <u>28%</u> | A. Central Maine Technical College (Auburn) |
| <u>23%</u> | B. Eastern Maine Technical College (Bangor) |
| <u>9%</u> | C. Kennebec Valley Technical College (Fairfield) |
| <u>15%</u> | D. Northern Maine Technical College (Presque Isle) |
| <u>32%</u> | E. Southern Maine Technical College (Portland) |
| <u>8%</u> | F. Washington County Technical College (Calais) |
| <u>2%</u> | NA |

#10. A study of campus enrollment statistics - by county - would be a way of arriving at this important information.

#20. I am certainly ignorant here.

22. I feel that my understanding of the Maine Technical College System is:

- | | |
|------------|-----------------------|
| <u>9%</u> | A. Excellent |
| <u>24%</u> | B. Good |
| <u>24%</u> | C. Satisfactory |
| <u>23%</u> | D. Need to learn more |
| <u>20%</u> | NA |

Comments:

#1. I work for this MTI System because we need them badly and since John Fitzsimmons I feel we will be a vastly improved system.

#73. I think they are improving and trying to offer necessary training. They have been "on their own" for a very short time.

Optional signature_____

GENERAL COMMENTS

Please include any comment that you feel may be helpful to the Joint Standing Committee on Audit & Program Review in conducting its review of the Maine Technical College System.

Comments:

- #1. I personally feel and as several of our area people The MTI System is a very much need college. Whenever & Wherever we can help we should. These Colleges give students a chance for an education that they couldn't get if it were not for the MTI
- #2. I look forward to our review of the system and will learn a lot.
- #4. My overall impression of the VTI's is very positive. Most Students in this area that use the system have ended up with jobs relevant to their training. At least the ones I'm aware of - realize this is not a very scientific or documented answer.
- I would think it might be valuable to get input from high school guidance departments on #14. Perhaps you are already doing that.
- #5. Look at where our economy is leading. Try to address these problems. Let's dig a little deeper for quality not quantity. These kids can do the work lets give them the adequate funding, and address their needs so all our lives will be enriched.
- #6. Phyllis - lets stop "messaging" in the VTI. It is one of the best run State agencies we have with just a small effort we can turn it into another AMHI or Fish & Wildlife - . Thanks - a good questionnaire. Hope it gets you good direction. My area has many many VTI trained, in mills, in trades, hospitals, etc. etc.
- #10. The Exofficio members to the Board of Trustees should be changed and be modeled by UMS Board and MMA Board. I feel

it is wrong to have the Com. of Econ & Com. Dev., the Com. of Labor, A state Board Member and University of Maine Board Member. The present makeup was OK for transition period only. All Board Members should be appointed by the Governor from businesses, industry, Labor & Education & to serve the MTC systems. The Com. of Ed should remain a voting member of the Board even though she has trouble attending most meetings.

- #17. I'm not familiar with the rest of the State, but the one in Northern Maine is doing an excellent job.
- #20. Thanks for this. It showed me how little I know, if nothing else. I visited the Vocational part of the local high school recently. It was impressive, but given short-shift financially I thought. The health-care part was suffering badly and the teacher told us (local legislators) that funding had been cut drastically. We need good health care workers as support for the health teams in hospitals - and out (nursing homes, etc). This is an excellent job for people who have a bent for nurture. They need better training - and better pay.
- #21. They should increase their capacity for raising independent funds outside of the Legislature (alumni, General Fund raising, etc.) The Maine Technical College System serves us well and deserves and needs increase support from the Legislature. (expand courses - teacher salaries- upgrade technical equipment so not to be forced to take donations of obsolete equip.)
- #27. I have served on the Advisory Committee of Kennebec Valley Technical College for about 10 years.
- #28. I feel the technical colleges do an excellent job, and should be up-graded in a major way, Physical plant, recruitment services, course expansions, out-reaching courses, night - adult education, the potential is endless.
- #29. You should look at how well the regions/centers and adult ed. programs are "mixing" in with the MTCS.
- #30. Me. Tech. College System could offer guidance - to local vocational schools.
- #32. I feel the Technical College System is tremendously important to the people of the State. It provides a great need to those youth and adults, who do not want traditional college education. We need to be expanding our courses and our capabilities to meet the needs of the 90's and the 21st century.

-
- #34. Ask the Technical College to write a new mission statement for the system. The present one is definitely too loose. - for legislative review.
- #37. The programs seem to be good - I have one question "Are these programs flexible enough to meet the needs of all students?"
- #41. I have always supported an optional form of post-secondary education. This is it! Most of our stable responsible work force is educated in the M.T.C. System.
- #45. The technical College should not try to compete with the University System. Their missions are different. The Committee should research the value of the Secondary School Program. The Technical Colleges could provide a more in depth curriculum of the students who enrolled were better prepared in math and reading skills. This is an important area to consider while reviewing the Technical College Systems. Their improvement and offerings are directly dependent upon the abilities of the students who enroll.
- #47. I feel the Technical College fulfill a critical need in the State of Maine. During the Legislative Tours it was very interesting hearing from the different companies employing Tech graduates. All of them spoke highly of the training there employees had received from the Tech Colleges.
- #48. John Fitzsimmons seems to be providing positive leadership. He has certainly been responsive and accommodating to the legislature. I'm concerned about losing two presidents. That is always destabilizing.
- #49. Increase emphasis on enlarging curriculum.
- #51. If an area of Maine's business's need a new skill taught - the tech System should be able to offer that new course "quickly" - not with a 1 or 2 year delay!
- #60. The MVTC System is a good one; we can, however, make it better. So ... let's!
- #64. I would like to be informed of the results of this survey. Thank you.
- #66. I like my VTI and two of the others that I have seen - The education for a career and the employment upon graduation at a "living" wage is impressive.

#68. I feel that the main purpose of this System should be to train their students for the demand that our industries need and skills that are in short supply now in Maine. It may be necessary to change courses periodically to meet changing needs.

WWP#907



APPENDIX 2

- FY 91 Salaries for employees in the System Office; and
- FY 90 System Office salary comparisons to comparable institutions.



Audit & Program Review Committee
February 4, 1991

**FY 91 Salaries for Employees in
the System Office**

<u>Name</u>	<u>Position</u>	<u>FY 91 Salary</u>
John Fitzsimmons	System President	\$82,600
John Lundquist	Director of Human Resources	53,656
Gary Crocker	Director of Special Projects	49,149
Lynn Olson	Director of Finance & Administration	45,845
Alice Kirkpatrick	Director of Public Affairs	38,900
Pearley LaChance	Director of Apprenticeship Training	36,809
Dirk Deham	Senior Financial Analyst	33,342
Margaret Landry	Computer System Administrator	30,430
Mary LaPointe	Accounting Supervisor	27,622
Kimberely Ehrlich	Human Resource Specialist	27,000
Marcia Schools	Senior Administrative Secretary	26,250
Joan Bickford	Apprentice Training Specialist	23,736
Paula Umerhind	Clerk Stenographer III	23,254
Lorraine Casey	Clerk Stenographer III	23,254
Ann Marie Nadeau	Buyer I	23,130
Ronald Laprise	Accountant II	22,194
Julie Olum	Account Clerk II	20,301
Bonnie Shaw	Account Clerk II	20,301
Lisa York	Computer Specialist	18,574
Leslie DeLahunt	Purchasing Clerk	18,138
Robin Cox	Clerk Stenographer II	16,827
Carolyn Chatto	Receptionist	15,954

MAINE TECHNICAL COLLEGE SYSTEM
SALARY COMPARISONS:
 System Office Salaries vs. Salaries for 2-Year Institutions
 with Budgets of \$18 Million or More*

<u>MTCS Position</u>	<u>Current Salary (FY 91)</u>	<u>FY 90 Salary</u>	<u>Position Compared to</u>	<u>Number of Cases in Survey</u>	<u>Median Salary (FY 90)</u>	<u>20th Percentile</u>	<u>40th Percentile</u>	<u>60th Percentile</u>	<u>80th Percentile</u>
System President	\$ 82,680	\$78,000	Chief Exec. Officer of a System	35	\$ 87,740	\$ 80,063	\$ 85,729	\$ 91,008	\$ 98,732
Director of Human Resources	\$ 53,656	\$50,620	Chief Personnel/ Human Resources Officer	59	\$ 51,831	\$ 38,195	\$ 46,236	\$ 54,500	\$ 64,779
Director of Special Projects	\$ 49,149	\$46,370	Assistant to the President of a System	12	\$ 47,733	\$ 42,000	\$ 47,247	\$ 49,980	\$ 65,714
Director of Finance and Administration	\$ 45,845	\$43,250	Chief Business Officer	66	\$ 68,165	\$ 57,150	\$ 67,123	\$ 71,163	\$ 77,572
Director of Public Affairs	\$ 38,902	\$36,700	Chief Public Relations Officer	45	\$ 46,223	\$ 37,676	\$ 44,698	\$ 52,225	\$ 56,739
Director of Apprenticeship Training	\$ 36,809	\$34,725	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Senior Financial Analyst	\$ 33,392	\$31,450	Chief Financial Officer	21	\$ 58,900	\$ 51,744	\$ 56,403	\$ 61,265	\$ 66,688
Computer Systems Administrator	\$ 30,430	\$28,704	Chief Computer Officer	47	\$ 53,673	\$ 47,400	\$ 51,429	\$ 56,172	\$ 62,750
Accounting Supervisor	\$ 27,622	\$26,062	Director Accounting	32	\$ 40,947	\$ 35,380	\$ 38,562	\$ 43,307	\$ 48,300

*As compiled by the 1989-90 Administrative Compensation Survey conducted by the College and University Personnel Associates.

Adapted and Compiled by Audit Staff - January 1991 - ID 917

APPENDIX 3

Financial Ratio Analysis
Maine Technical College System



MAINE TECHNICAL COLLEGE
SYSTEM

Balance Sheet Ratios

	<u>FY 1989</u>	<u>FY 1990</u>
<u>Ratio #1.</u> - Expendable fund balances to plant debt. (indicates relative liquidity of the institution.)	$\frac{535,954}{2,298,457} = 23.32\%$	$\frac{2,639,752}{2,132,974} = 123.76\%$
<u>Ratio #2.</u> - Plant equity to plant debt (assesses the institution's ability to obtain long term financing.)	$\frac{61,059,726}{2,298,457} = 2656.55\%$	$\frac{62,746,560}{2,132,974} = 2941.74\%$
<u>Ratio #3.</u> - Expendable fund balance to Expenditures and mandatory transfers. (Assesses the institution's ability to support current operations without using revenues from operations.)	$\frac{535,954}{30,909,075} = 1.73\%$	$\frac{2,639,752}{34,908,916} = 7.56\%$
<u>Ratio #4.</u> - Nonexpendable fund balance to total expenditures and mandatory transfers. (Indicates the strength of an institution's non-expendable funds relative to its current level of operating size.)	$\frac{336,197}{30,909,075} = 1.09\%$	$\frac{1,077,140}{34,908,916} = 3.09\%$

Operating Ratios

<u>Ratio #5.</u> - Net total revenue to total revenue. (Indicates whether total current operations for the year resulted in a surplus or a deficit.)	$\frac{2,771,946}{35,596,507} = 7.79\%$	$\frac{3,699,104}{41,431,545} = 8.93\%$
--	---	---

Ratio #6. - Net educational and general revenues to total educational and general revenues. (Indicates whether educational and general revenues are sufficient to cover educational and general expenditures.)

	$\frac{1,878,325}{32,787,400} = 5.73\%$	$\frac{2,763,528}{37,672,444} = 7.34\%$
--	---	---

Ratio #7. - Net auxiliary enterprise revenue to total auxiliary enterprise revenue. (Indicates whether auxiliary enterprise functions are self supporting.)

	$\frac{893,621}{2,809,107} = 31.81\%$	$\frac{935,576}{3,759,071} = 24.89\%$
--	---------------------------------------	---------------------------------------

Contribution Ratios

Ratio #8. - Tuition and fees to total educational and general expenditures and mandatory transfers. (Indicates dependence on tuition and fees for financing educational and general operations.)

	$\frac{4,984,670}{30,909,075} = 16.13\%$	$\frac{5,640,444}{34,908,916} = 16.16\%$
--	--	--

Ratio #9. - Federal government revenue to total educational and general expenditures and mandatory transfers. (Indicates dependence on federal revenues to support certain educational and general expenditures.)

	$\frac{5,119,872}{30,909,075} = 16.56\%$	$\frac{6,251,312}{34,908,916} = 17.91\%$
--	--	--

Ratio #10. - State government revenue to

	$\frac{21,117,672}{30,909,075} = 68.32\%$	$\frac{24,061,696}{34,908,916} = 68.93\%$
--	---	---

total educational and general expenditures and mandatory transfers. (Indicates dependence on state government revenues for certain educational and general expenditures.)

Ratio #11. - Other revenues (local) to total educational and general expenditures and mandatory transfers. (Indicates dependence on other revenue sources, such as local government.)

Not applicable

Not applicable

Ratio #12. - Private gifts, grants, and contracts to total educational and general expenditures and mandatory transfers. (Indicates dependence on private giving to support certain educational and general expenditures.)

$\frac{1,243,621}{30,909,075} = 4.02\%$

$\frac{1,277,874}{34,908,916} = 3.66\%$

Ratio #13. - Endowment income to total educational and general expenditures and mandatory transfers. (Indicates dependence on endowment income to support certain educational and general expenditures.)

$\frac{17,328}{30,909,075} = .06\%$

$\frac{713,297}{34,908,916} = 2.04\%$

Demand Ratios

Ratio #14. - Instructional expenditures to total educational and general revenues. (Reflects the share of total educational and general revenues spent on Instruction.)

$\frac{14,783,618}{32,787,400} = 45.09\%$

$\frac{15,827,582}{37,672,444} = 42.01\%$

Ratio #15. - Research expenditures to total educational and general revenues. (Reflect the share of educational and general revenues spent on research.)	Not applicable	Not applicable
Ratio #16. - Public Service expenditures to total educational and general revenues. (Reflects the share of educational and general revenues spent on public service.)	$\frac{1,600,767}{32,787,400} = 4.88\%$	$\frac{2,016,176}{37,672,444} = 5.35\%$
Ratio #17. - Academic support expenditures to total educational and general revenues. (Reflects the share of educational and general revenues spent on academic support.)	$\frac{2,987,265}{32,787,400} = 9.11\%$	$\frac{3,133,997}{37,672,444} = 8.32\%$
Ratio #18. - Student services expenditures to total educational and general revenues. (Reflects the share of educational and general revenues spent on student services.)	$\frac{2,218,946}{32,787,400} = 6.77\%$	$\frac{2,458,908}{37,672,444} = 6.53\%$
Ratio #19. - Institutional support expenditures to total educational and general revenue. (Reflects the share of educational and general revenues spent on institutional support.)	$\frac{3,979,992}{32,787,400} = 12.14\%$	$\frac{4,931,281}{37,672,444} = 13.09\%$
Ratio #20. - Operation and maintenance expenditures	$\frac{2,725,415}{32,787,400} = 8.31\%$	$\frac{3,855,861}{37,672,444} = 10.24\%$

to total educational and general revenues. (Reflects the share of educational and general revenues spent for operational and maintenance purposes.)

<p><u>Ratio #21.</u> - Student aid expenditures to total educational and general revenues. (Reflects the share of educational and general revenues spent on student aid.)</p>	$\frac{2,240,758}{32,787,400} = 6.83\%$	$\frac{2,285,726}{37,672,444} = 6.07\%$
---	---	---

Creditworthiness Ratios

<p><u>Ratio #22.</u> - Available assets to general liabilities. (Indicates the impact of existing debt.)</p>	$\frac{67,880,364}{6,442,164} = 1053.69\%$	$\frac{72,465,348}{6,175,891} = 1173.36\%$
--	--	--

<p><u>Ratio #23.</u> - Debt service to unrestricted current fund revenues. (Indicates the demand of annual commitments to creditors on unrestricted operating funds.)</p>	$\frac{372,314}{30,148,416} = 1.23\%$	$\frac{399,385}{34,886,931} = 1.14\%$
---	---------------------------------------	---------------------------------------

<p><u>Ratio #24.</u> - Maticulated students to completed applications. (Measures the number of registered freshmen and transfers against the number of completed applications for that same group.)</p>	<p>No data</p>	<p>No data</p>
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<p><u>Ratio #25.</u> - FTE enrollments to Base year. (Compares yearly FTE enrollments to FTE enrollments for a base year.)</p>	<p>No data</p>	<p>No data</p>
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APPENDIX 4:

**Letters written by the
Joint Standing Committee
on Audit and Program Review
Concerning issues relating
to the Maine Technical College System**



SENATE

BEVERLY MINER BUSTIN, DISTRICT 19, CHAIR
GEORGETTE B. BERUBE, DISTRICT-16
LINDA CURTIS BRAWN, DISTRICT 21

STAFF

OFFICE OF FISCAL AND PROGRAM REVIEW
CHERYL RING, PRINCIPAL ANALYST
LOCK KIERMAIER, ANALYST
KATHRYN VAN NOTE, ANALYST



HOUSE

NEIL ROLDE, YORK, CHAIR
PHYLLIS R. ERWIN, RUMFORD
HARRIET A. KETOVER, PORTLAND
BEVERLY C. DAGGETT, AUGUSTA
HAROLD M. MACOMBER, SOUTH PORTLAND
JOHN A. ALIBERTI, LEWISTON
GEORGE A. TOWNSEND, EASTPORT
ELEANOR M. MURPHY, BERWICK
CATHARINE KOCH LEBOWITZ, BANGOR
WESLEY FARNUM, SOUTH BERWICK

STATE OF MAINE
ONE HUNDRED AND FOURTEENTH LEGISLATURE
COMMITTEE ON AUDIT AND PROGRAM REVIEW

June 4, 1990

The Honorable Claiborne Pell
Senate Education Subcommittee
United States Senate
Washington, DC 20515

Dear Senator Pell:

The Joint Standing Committee on Audit & Program Review of the 114th Maine State Legislature is currently reviewing the Maine Technical College System. As a part of our customary review process we have examined the various sources which provide funding for the System.

It has come to our attention that the Perkins Vocational Educational Act is in the process of being reauthorized. Upon review, the Committee found that under the provisions of the current Perkins Act, the State of Maine received a total grant of \$4,658,073 for Program Year 1991. As presently structured, the current Perkins Act provides the states with appropriate flexibility to determine how funding should be distributed to the various service-providers for vocational-technical education. In recent years, the State Board of Education in Maine has worked cooperatively to provide Perkins funding in one-third proportions to secondary vocational education, adult education, and the post-secondary vocational technical education provided by the Maine Technical College System. This funding arrangement represents an equitable distribution of funds which also reflects the current priorities and needs of Maine citizens for vocational-technical educational programming.

Our Committee has also learned that you are a member of the Conference Committee, which is considering the differing

versions of the Perkins reauthorization represented by H.R.7 and S.1109. The Joint Standing Committee on Audit & Program Review has voted unanimously (see attached list) to communicate our strong opposition to the various funding formulas contained in both bills which will mandate the proportions of Perkins money to be spent on secondary vocational education, adult education and post-secondary education. The establishment of such formulas will significantly disrupt the consensus and priorities developed within Maine with regards to vocational-technical education. As a further consequence of the proposed funding formulas, both adult education and post-secondary technical education in Maine would undergo significant funding cuts.

We maintain that the present Perkins Act provides individual states with appropriate local control to distribute funding in accordance with the particulars of state governance structure, priorities, and needs. While the funding formulas contained in H.R.7 and S.1109 may very well reflect the needs of many more urbanized states to shift funds to meet their acute needs in secondary vocational education, we suggest that the lack of funding formulas in the present Perkins Act and the flexibility provided to individual states, helps to ensure that each state can appropriately respond to its own needs in providing vocational-technical educational programing to its citizens.

Please do not hesitate to contact any one of us for further comments or information. Thank you for your consideration.

Sincerely,



Senator
Beverly M. Bustin,
Chair



Representative
Phyllis R. Erwin,
Subcommittee Chair



Representative
Neil Rolde,
Chair

c.c. Senator George Mitchell
Senator William Cohen
Representative Olympia Snowe
Representative Joseph Brennan



MAINE STATE LEGISLATURE
Augusta, Maine 04333

January 24, 1991

Ms. Carney M. McCullough, Chief
Pell Grant Policy Section
Division of Policy & Program Development
Office of Student Financial Assistance
U.S. Department of Education
400 Maryland Avenue S.W.
(Regional Office Building, Room 4318)
Washington, D.C. 20202-5346

Re: 34 CFR Part 668
Student Assistance General Provisions.

Dear Ms. McCullough:

The Joint Standing Committee on Audit and Program Review of the 115th Maine State Legislature is in the midst of a comprehensive, year long review of the Maine Technical College System. During the course of this review, the Committee has learned of a proposed rule change being contemplated by your agency.

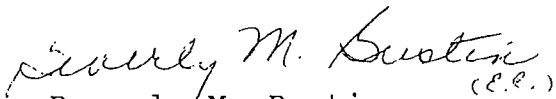
Our understanding is that the proposed change in the regulations governing the Student Assistance General Provisions, 34 CFR Part 668, would impose a regulatory formula which would define clock hours for post-secondary vocational education institutions. This definition of clock hours would significantly reduce the number of students in the Maine Technical College System who currently benefit from the various financial aid programs administered by your agency.

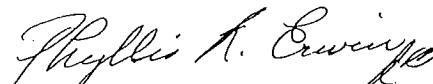
We emphatically suggest that this approach is the wrong way to address past abuses that have occurred with the different federal student financial assistance programs. The Joint

Standing Committee on Audit and Program Review has voted unanimously to state our opposition to this proposed change. In closing, we note that post-secondary students in Maine receiving federal financial assistance have had a very low loan default rate in recent years and ask that you consider this in your deliberations.

Please do not hesitate to contact either of us for further information.

Sincerely,


Beverly M. Bustin
Senate Chair


Phyllis R. Erwin
House Chair

cc: Senator George Mitchell
Senator William Cohen
Representative Olympia Snowe
Representative Thomas Andrews
System President John Fitzsimmons



MAINE STATE LEGISLATURE

Augusta, Maine 04333

January 24, 1991

Senator George J. Mitchell
Senate Majority Leader
176 Russell Senate Office Building
United States Senate
Washington, D.C. 20510-1902

Dear Senator Mitchell:

The Joint Standing Committee on Audit and Program Review of the 115th Maine State Legislature is in the midst of a comprehensive, year long review of the Maine Technical College System. During the course of this review, the Committee has learned of a proposed rule change being contemplated by the U.S. Department of Education.

Our understanding is that the proposed change in the regulations governing the Student Assistance General Provisions, 34 CFR Part 668, would impose a regulatory formula which would define clock hours for post-secondary vocational education institutions. This definition of clock hours would significantly reduce the number of students in the Maine Technical College System who currently benefit from the various financial aid programs administered by the Office of Student Financial Assistance within the Department of Education.

We emphatically suggest that this approach is the wrong way to address past abuses that have occurred with the different federal student financial assistance programs. The Joint Standing Committee on Audit and Program Review has voted unanimously to state our opposition to this proposed change and to contact you and the other members of Maine Congressional delegation regarding our stand on this issue.

Please do not hesitate to contact either of us for further information.

Sincerely,

Beverly M. Bustin
Beverly M. Bustin (P.C.)
Senate Chair

Phyllis R. Erwin
Phyllis R. Erwin
House Chair

cc: System President John Fitzsimmons



MAINE STATE LEGISLATURE
Augusta, Maine 04333

February 8, 1991

Senator Stephen C. Estes, Chair
Representative Nathaniel J. Crowley, Sr., Chair
Joint Standing Committee on Education
115th Maine State Legislature
Augusta, Maine 04333

Dear Senator Estes and Representative Crowley:

As you know, the Joint Standing Committee on Audit and Program Review is in the process of completing a comprehensive year-long review of the Maine Technical College System. The Committee's review of the System has included a great deal of research, interviewing, holding monthly meetings since May of 1990, and a series of visitations to each of the six campuses.

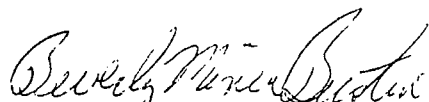
The Committee has gathered a significant amount of information about the System and has used this information to help generate more than 40 recommendations which will be included in our soon-to-be published report.


Although not specifically addressed in any of our recommendations, the Committee consistently received information which indicated concern about the relative lack of academic preparedness exhibited by a significant number of students in the System.

The Committee commends the current efforts of the six technical colleges to provide remedial academic assistance to these students. After consideration of this information, the Committee concluded that the technical colleges are not themselves responsible for the lack of academic skills experienced by many current students. Instead, the Committee found that elementary and secondary public education needs to be doing a better job in providing postsecondary students with the academic skills necessary for the successful completion of a technical education program offered by the System.

The Committee voted unanimously to communicate these conclusions to you through the use of this letter. On behalf of the Committee, we look forward to communicating with you and other Education Committee members about the results of our report on the Maine Technical College System which will be published in the very near future.

Sincerely,


Beverly M. Bustin
Senate Chair


Phyllis R. Erwin
House Chair

cc. Members of the Education Committee
John Fitzsimmons, System President
John Wakefield, Director, Office of Fiscal & Program
Review



MAINE STATE LEGISLATURE
Augusta, Maine 04333

February 11, 1991

Hon. Charles P. Pray, Chair
Legislative Council
115th Maine State Legislature

Dear Chairman Pray:

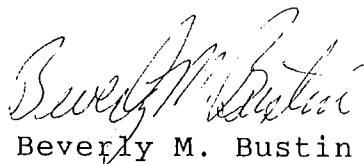
As you know, the Joint Standing Committee on Audit and Program Review is completing a year-long review of the Maine Technical College System. The Committee has spent a great deal of time in reviewing many aspects of the System, including statutory mandates, funding, organizational structure, and operating procedures.

Upon review of the recent 1989 Bond Issue which provided \$20,210,600 in Capital Improvements for the Maine Technical College System, the Committee noted that, one of the approved projects, a dormitory at Northern Maine Technical College, in past years would not have been included as a project for general obligation bonding by the state. Instead, this type of project would have been included as a revenue bond which is issued in the State's name, but entirely paid for with revenues generated from use of the completed facility.

The Committee found that future general obligation bonds issued by the State to benefit the Maine Technical College System should be reserved exclusively for non-self supporting educational facilities or capital equipment. Although the Committee strongly supports the overall intent of providing a much needed dormitory for Northern Maine Technical College, the Committee concluded that such projects should not be supported through the scarce General Fund dollars, which are used to pay the costs of general obligation bonds.

We have enclosed a draft copy of the Committee's finding on this matter. The Committee voted unanimously to communicate this finding to the members of legislative leadership. Please do not hesitate to contact either of us with any questions that you might have.

Sincerely,



Beverly M. Bustin
Senate Chair



Phyllis R. Erwin
House Chair

cc: John Fitzsimmons, System President
John Wakefield, Director, Office of Fiscal & Program Review



MAINE STATE LEGISLATURE
Augusta, Maine 04333

February 20, 1991

Wayne Ross, President
Southern Maine Technical College
Fort Road
South Portland, Maine 04106

Dear President Ross,

As you know, during our recent review of Southern Maine Technical College, the Joint Standing Committee on Audit & Program Review received a number of comments from students on your campus. Several of these comments reflected a concern about a faulty ventilation hood used in a science lab located in Hildreth Hall.

The Committee discussed this issue with you during our November 13, 1990 meeting. At that time, you provided the Committee with information which indicated that this repair project was being put out to bid, that a contractor would soon be selected, and that the problem would be corrected in the near future.

Although the Committee did not chose to make a recommendation about this issue, it did vote to document, through the use of this letter, its concern about the health and safety ramifications of this improperly functioning ventilation system which is intended to remove noxious and toxic fumes from the laboratory area. The Committee also directed that copies of this letter be sent to the President of the Student Senate at Southern Maine Technical College and the Chair of the Board of Trustees.

The Committee would appreciate hearing about your progress in fixing this ventilation problem.

Sincerely,

Beverly Bustin
Beverly M. Bustin
Senate Chair

Phyllis R. Erwin
Phyllis R. Erwin
House Chair

cc: James Murray, Student Senate President
Michael Aube, Chair Board of Trustees
Hon. Charles P. Pray, Chair, 115th Legislative Council

APPENDIX 5:

**Analysis of campus
salaries by Gender**



CENTRAL MAINE TECHNICAL COLLEGE: Salary Analysis

ADMINISTRATORS & PROFESSIONAL STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
W. Hierstein	President	.1	46	\$55,000	L. Graves	Dean of Students	5	41	\$41,989
R. Lee, Jr.	Vice President/ Dean of Instruction	16	48	49,195	A. Tara	Occ. Safety Coord.	1	44	38,590
R. Kirchherr	Asst. Dean of Inst.	2	40	42,159	C. Serigny	Registrar	25	48	28,873
G. Webber	Director of Finance	16	41	39,355	B. Foster	Accountant III	8	31	27,414
R. Turner	Econ. Dev. Spec.	2	52	37,285	L. Bolton	Fin. Aid Coord.	.9	37	24,848
D. Cooper	Bldg. Main. Supv.	24	53	29,307	A. Crane	Student Sup. Counselor	2	55	22,755
W. Babbitt	Fed. Serv. Manager	24	60	29,307	C. Morin	Accountant I	1	36	21,632
					B. Chasse	House Guardian	5	60	18,740
					S. Crossley	Bookstore Manager	5	46	15,600

Subtotals:

- Number of Males - 7
- High Salary - \$55,000
- Median Salary - \$39,355
- Low Salary - \$29,307

Subtotals:

- Number of females - 9
- High Salary - \$41,989
- Median Salary - \$24,848
- Low Salary - \$15,600

Category Total

- Number of positions - 16
- High Salary - \$55,000
- Median Salary - \$29,307
- Low Salary - \$15,600

Compiled by Audit Staff
November 1990

CENTRAL MAINE TECHNICAL COLLEGE: Salary Analysis

FACULTY

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
R. Dyer	Instructor	18	43	\$38,030	B. Campbell	Instructor	19	59	\$41,320
W. Fish	Instructor	22	54	37,506	L. Earle	Instructor	17	41	41,320
W. Frayer	Instructor	14	39	37,370	V. Fogg	Instructor	19	54	41,320
A. Amatangelo	Instructor	10	58	37,264	P. Vampatella	Instructor	4	47	40,521
R. Bertrand	Instructor	24	53	37,122	D. Walker	Instructor	20	44	36,062
R. Bastow	Instructor	16	56	36,045	J. Smith	Instructor	.1	34	31,950
N. Smith	Instructor	11	43	34,331	M. Parsons	Instructor	7	43	31,012
W. Griffin	Instructor	24	64	34,331	P. Smith Kelley	Instructor	3	33	29,962
T. Brann, Sr.	Instructor	13	44	34,331	L. Coombs	Instructor	1	36	27,928
A. Ducharme	Instructor	11	42	34,331	A. Schuettinger	Instructor	2	45	27,928
L. Pulsifer	Instructor	8	42	33,992	S. Tierney	Instructor	2	43	26,924
R. Evers	Instructor	18	55	33,471	D. Dancause	Instructor	3	37	24,797
P. Gagnon	Instructor	8	35	32,065	B. Clough	Instructor	1	36	14,502 (part-time)
J. Maquire	Instructor	5	45	32,065	K. Locasio	Instructor	.1	37	6,461 (part-time)
D. Stone	Instructor	9	40	32,065					
J. Wilson	Instructor	5	42	32,065					
D. Rossignol	Instructor	8	48	31,172					
R. Jellison	Instructor	10	32	31,013					
W. Pollard	Instructor	7	55	29,962					
C. Swett	Instructor	5	46	29,962					
M. Jeyaseelan	Instructor	2	32	29,962					
G. Grant	Instructor	9	63	29,962					
M. Nadeau	Instructor	5	41	29,962					
F. Donovan	Instructor	6	42	29,962					

R. Parent	Instructor	9	62	29,962
Y. Gilbert	Instructor	6	54	29,962
J. Black	Instructor	6	60	29,962
P. Perreault	Instructor	4	38	29,962
G. Tibbetts	Instructor	3	39	27,928
C. Hinkley	Instructor	4	37	26,924
M. Maheu	Instructor	2	29	25,778
R. Dawes	Instructor	1	39	24,750
H. Drew	Instructor	1	48	24,750
C. Fontaine	Instructor	1	32	22,717

Subtotals:

- Number of Males - 34
- High Salary - \$38,030
- Median Salary - \$31,092
- Low Salary - \$22,717

Subtotals:

- Number of females - 12 full-time
2 part-time
- High Salary - \$41,320 (full-time)
- Median Salary - \$31,481 (full-time)
- Low Salary - \$24,797 (full-time)

Category Total

Number of positions - 46 full-time
2 part-time
High Salary - \$41,320 (full-time)
Median Salary - \$31,561 (full-time)
Low Salary - \$22,717 (full-time)

ID1114

Compiled by Audit Staff
November 1990

CENTRAL MAINE TECHNICAL COLLEGE: Salary Analysis

SUPPORT STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
M. St. Hilaire	Electrician II	8	59	\$23,212	T. Brown	Clerk Steno III	15	52	\$21,715
R. Masse	Building Cust.	7	30	21,091	M. Shink	Library Asst.	3	49	20,675
D. Blaisdell	Building Cust.	5	39	19,156	I. Ward	Clerk Steno II	10	52	19,406
A. Labbee	Building Cust.	3	61	18,616	M. Mathieu	Swith Board Operator	18	65	18,740
V. Derosby	Building cust.	3	58	18,616	T. Farmer	Account Clerk I	3	27	18,054
R. Daigle	Cook I	6	26	18,283	G. Beaucage	Clerk Typist II	2	32	17,097
R. Cote	Building Cust.	2	55	17,804	P. Grondin	Clerk Typist II	3	40	17,097
R. Switser	Building Cust.	3	59	17,284	L.F.C. Morin	Fed. Serv. Worker	1	47	13,956
R. Whalen	Cook I	5	27	16,848	C. Belanger	Clerk Typist II	2	60	8,507 (part-time)
R. Brume	Building Cust.	6	44	6,604 (part-time)	B. Hawley	Fed. Serv. Worker	.8	58	8,112 (part-time)
					L. Wilson	Data Entry Operator	2	40	7,913 (part-time)
					C. Arthur	Clerk Typist II	.5	32	7,321 (part-time)
					B. Fecteau	Fed. Serv. Worker	.8	58	6,635 (part-time)
					N. Noyes	Teach. Assistant	4	56	6,048 (part-time)

Subtotals:

- Number of Males - 9 full-time
1 part-time
- High Salary - \$23,212 (full-time)
- Median Salary - \$18,616 (full-time)
- Low Salary - \$16,848 (full-time)

Subtotals:

- Number of females - 8 full time
6 part-time
- High Salary - \$21,715 (full-time)
- Median Salary - \$18,397 (full-time)
- Low Salary - \$13,956 (full time)

Category Total

- Number of positions - 17 full-time
7 part-time
- High Salary - \$23,212 (full-time)
- Median Salary - \$18,616 (full-time)
- Low Salary - \$13,956 (full-time)

Compiled by Audit Staff
November 1990

EASTERN MAINE TECHNICAL COLLEGE: Salary Analysis

ADMINISTRATORS & PROFESSIONAL STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
N. Crowley	Acting President	21	49	\$55,152	J. Brann	Director of Finance	26	45	\$38,777
D. Robbins	Dean of CE	8	38	49,297	E. Mahoney	Director, KATEC	3	36	36,729
G. Swett	Dean of Students	16	43	44,937	C. Ward	Fin. Aid Coord.	5	38	31,776
P. Burns	Asst. Dean	2	33	38,590	J. Hedlund	Administrative Asst.	.5	43	27,438
A. Ross	Coop Ed. Coord.	3	43	36,773	L. Coleman	Conf. Coord.	6	38	26,143
W. Williams	Energy Serv. Man.	3	32	35,024	K. Reilly	Librarian II	3	45	25,126
L. Miller	Bus. Man II	5	40	25,376	D. Jackson	Adm. Asst.	3	37	22,577
S. Brown	Bldg. Maint. Supv.	1	44	23,982	B. Healey	Qlty Cont. Insp.	2	31	21,340
T. Giles	Wld. Test Supv.	1	30	23,982	R. Sovweine	Counselor	1	44	21,106
M. Caruso	CHIP Coord.	2	50	23,129	K. Keim	Cont. Ed. Coord.	1	30	18,579
P. McTigue	Acct. I	15	47	22,817	L. Hanscom	Rec. Aide	3	26	17,160
S. Porter, Sr.	Weath. Coord.	1	39	22,131	J. Crowley	Bookstore Man.	2	49	17,113
R. Bridges	Energy Aud.	1	31	18,907	C. Cyr	Cont. Ed. Coord.	1	46	11,147 (part time)
D. Belyea	Dorm Counselor	2	24	18,579					
C. Young	House Guardian	1	24	12,264					

Subtotals:

- Number of Males - 15
- High Salary - \$55,152
- Median Salary - \$23,982
- Low Salary - \$12,264

Subtotals:

- Number of females - 12 (full time)
- High Salary - \$38,777
- Median Salary - \$23,851
- Low Salary - \$17,113
(Full time)

Category Total

- Number of positions - 27
- High Salary - \$55,152
- Median Salary - \$23,982
- Low Salary - \$12,264

EASTERN MAINE TECHNICAL COLLEGE; Salary Analysis

FACULTY

Male

Female

Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
R. Roy	Instructor/Ch	11	56	\$47,151	S. Caron	Instructor/Ch	14	36	\$46,075
L. Kydd	Instructor/Ch	24	48	37,371	J. Willette	Instructor	13	45	41,321
W. Southworth, Sr.	Instructor/Ch	22	51	36,318	M. Lavelle	Instructor/Ch	.5	52	40,311
L. Stackpole	Instructor/Ch	12	44	36,212	S. Roeder	Instructor	9	39	38,344
R. Crouch, Sr.	Instructor/Ch	9	60	35,503	L. Swanso	Instructor	18	51	36,062
S. Judy	Instructor/Ch	9	49	35,116	E. Pierce	Instructor	10	55	36,062
R. Casenze	Instructor	19	61	34,331	S. Abbott	Instructor	7	42	34,689
E. Gott, Jr.	Instructor	22	63	34,331	A. Merkel	Instructor	3	48	34,331
T. Letorneau	Instructor	19	47	34,331	B. True	Instructor	22	48	34,331
H. Lord	Instructor	14	60	34,331	C. Wood	Instructor	6	55	34,331
C. MacDonald	Instructor	9	53	34,331	K. Judy	Instructor	11	46	33,163
P. Miller	Instructor	13	60	34,331	M. Fowler	Instructor	9	34	33,163
E. Raymaker	Instructor	13	56	34,331	S. Martin	Instructor	4	46	31,013
R. Stanhope	Instructor	22	51	34,331	H. Bulmer	Instructor/Ch	19	53	30,667
D. Vachon	Instructor	21	54	34,331	N. Green	Instructor	2	36	30,225
A. Webster	Instructor	17	56	34,331	D. Willette	Instructor	.5	50	27,928
J. Peary	Instructor/Ch	9	40	33,163	R. Haunert	Instructor	2	41	27,928
S. Carson	Instructor	8	36	32,064	A. O'Brien	Instructor	3	30	26,924
E. Goodwin	Instructor	10	33	32,064	S. Burke	Instructor	4	41	26,924
C. Wharton	Instructor/Ch	7	40	31,775	S. Johnson	Instructor	2	25	25,692
J. Brenton	Instructor/Ch	2	37	31,573	T. Cassidy	Instructor	2	36	25,666
M. Shaw	Instructor	6	52	31,013	L. Merchand	Instructor	1	45	24,797
R. Lynewski	Instructor/Ch	11	56	30,949					
R. Staples	Instructor	4	42	29,961					
B. Trundy	Instructor	23	57	29,961					

T. Amrotte	Instructor	7	39	29,004
R. Robichaud	Instructor	1	42	29,003
D. Hansen	Instructor	3	45	27,928
R. Thibodeau	Instructor	4	36	27,928
E. Fadrigon	Instructor/Ch	2	45	27,814
M. Lundy	Instructor	3	36	27,283
R. Turner	Instructor	6	41	26,924
J. Goldfine	Instructor	3	45	26,924
C. Veilleux	Instructor	.5	35	24,749

Subtotals:

- Number of Males - 34
- High Salary - \$47,151
- Median Salary - \$32,613
- Low Salary - \$24,749

Subtotals:

- Number of females - 22
- High Salary - \$46,075
- Median Salary - \$33,163
- Low Salary - \$24,797

Category Total

Number of positions - 56
 High Salary - \$47,151
 Median Salary - \$34,331
 Low Salary - \$24,749
 (full time)

ID1058

Compiled by Audit Staff
 October 1990

EASTERN MAINE TECHNICAL COLLEGE: Salary Analysis

SUPPORT STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
T. Gardner	Maint. Mech Foreman	4	49	\$20,404	N. Littlefield	Cust. Wrk. III	8	45	\$20,508
R. Seger	Maint. Mech.	7	57	20,300	E. Howard	Clerk Typist II	8	64	18,990
M. Prickett Sr.	Bldg. Cust.	3	38	17,700	B. MaCroy	Account Clerk II	2	48	18,137
T. McDonald	Maint. Mech.	3	34	17,555	S. Beck	Clerk Typist III	2	52	17,555
A. Linscott	Cust. Worker II	1	29	16,078	F. Spencer	Clerk Typist II	3	34	17,097
D. Gray	Cust. Worker II	2	48	15,662	D. Hartford	Clerk Typist II	1	41	16,494
D. Johnston	Cust. Worker II	.5	38	14,726	P. Leavitt	Clerk Typist II	2	42	16,494
					C. Stecher	Clerk Typist II	2	32	16,494
					E. Beatham	Account Clerk I	2	43	16,307
					G. Jameson	Clerk Typist II	2	45	15,953
					N. Olsen	Clerk Typist II	1	33	15,953
					C. Mitchell	Clerk Typist I	1	41	15,038
					J. Peters	Clerk Typist II	1	25	14,643
					L. Williams	Clerk Typist I	1	44	13,748
					J. Swett	Stores Clerk	7	41	12,495 (part-time)
					M. Grindle	Cust. Worker II	6	47	10,764 (part-time)
					B. Lounsbury	Cust. Worker II	2	52	10,732 (part-time)
					D. Kerry	Cust. Worker II	5	36	10,413 (part-time)
					A. Eastman	Clerk Typist II	.7	22	8,785 (part-time)
					C. McLaughlin	Clerk Typist I	3	30	7,519 (part-time)
					C. Gary	Clerk Typist II	.7	37	5,857 (part-time)

Subtotals:

- Number of Males - 7
- High Salary - \$20,404
- Median Salary - \$17,555
- Low Salary - \$14,726

Subtotals:

- Number of females - 14 (full-time)
7 (part-time)
- High Salary - \$20,508
- Median Salary - \$16,494 (full time)
- Low Salary - \$13,748 (full time)

Category Total

- Number of positions - 21 (full-time)
- High Salary - \$20,508 (full-time)
- Median Salary - \$16,494 (full-time)
- Low Salary - \$13,748 (full-time)

Compiled by Audit Staff
October 1990

ID1060

KENNEBEC VALLEY TECHNICAL COLLEGE; Salary Analysis

ADMINISTRATION AND PROFESSIONAL STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
Rodney Redding	Vice President	11	57	\$49,195	Barbara Woodlee	President	14	43	\$61,775
Douglas McGowan	Dean CED	7	50	48,453	Patricia Toto	Placement Coordinator	23	56	40,521
Eric Hasenfus	Dean of Students	7	39	41,988	Evangeline Richard	Assoc. Dean of Students	8	39	35,024
John Delile	Director of Finance	2	39	40,513	Susan Donar	Director, Curriculum Resource	3	37	31,776
Bruce Davis	Assistant Dean CED	13	38	33,343	Katheleen Moore	Counselor	4	39	27,691
Michael Bouchard	Business Manager II	1	37	29,099	Patricia Ross	Counselor	2	40	23,744
Edgar Rhodes	Coordinator Bus/Ind	1	53	26,143					
Robert Turmelle	Accountant	12	60	25,147					
Clifford Fecteau	Bookstore Manager	11	39	22,505					

Subtotals:

- Number of Males - 9
- High Salary - \$49,195
- Median Salary - \$33,343
- Low Salary - \$22,505

Subtotals:

- Number of females - 6
- High Salary - \$61,775
- Median Salary - \$33,400
- Low Salary - \$23,744

Category Total

- Number of positions - 13
- High Salary - \$61,775
- Median Salary - \$35,025
- Low Salary - \$22,505

KENNEBEC VALLEY TECHNICAL COLLEGE; Salary Analysis

FACULTY *

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
Paul Plumer	Instructor	5	35	\$37,138	Karen White	Instructor	9	47	\$41,728
Patrick Starrs	Instructor	12	64	36,231	Rose Marie Veilleux	Instructor	24	57	41,526
Dennis Martin	Instructor	7	51	35,855	Lola Newton	Instructor	19	47	41,526
Gary Stevens	Instructor	16	50	34,331	Barbara Larisson	Instructor	4	39	37,138
James Rowe	Instructor	22	46	34,331	Jacqueline Hughes	Instructor	8	36	37,138
Stephen Jolicoeur	Instructor	9	45	34,331	Janet Tarbuck	Instructor	14	47	36,234
Owen Logue	Instructor	0	35	32,039	Elayne Thombs	Instructor	10	49	35,778
Greg Fletcher	Instructor	2	34	29,962	Patricia Schultz	Instructor	12	50	35,696
Barry Dolley	Instructor	7	46	29,962	Pamela Seeley	Instructor	20	48	34,331
Donald Bridgham	Instructor	3	55	29,962	Moira Butterfield	Instructor	11	46	34,331
Denis Normandin	Instructor	3	42	27,928	Marjorie Alley	Instructor	11	44	34,331
Davis Oakes	Instructor	2	35	26,924	Claire Celenza	Instructor	10	52	32,234
Robert Strout	Instructor	4	61	25,778	Janet Sibley	Instructor	11	46	32,065
William Branch	Instructor	1	57	25,788	Nancy Chandler	Instructor	0	39	30,148
					Annie Thompson	Instructor	7	37	29,962
					Ann Davis	Instructor	1	30	28,777
					Suzanne Joy	Instructor	4	40	26,924
					Vikki Perry	Instructor	3	38	25,848
					Linda Bressler	Instructor	2	37	25,848
					Jody Elias	Instructor	0	36	25,848
					Mary Beaupre	Instructor	2	56	24,425
					Marcia Parker	Instructor	7	37	14,981

Subtotals:

- Number of Males - 14
- High Salary - \$37,138
- Median Salary - \$31,000
- Low Salary - \$25,778
(full time)

Subtotals:

- Number of females - 22
- High Salary - \$41,728
- Median Salary - \$33,282
- Low Salary - \$24,425
(full time)

Category Total

- Number of positions - 36
- High Salary - \$41,728
- Median Salary - \$32,136
- Low Salary - \$24,425
(full time)

* All salary totals for faculty reflect total compensation and thus include monies paid for extended year contracts, administrative, and extra curricular duties.

ID1035

KENNEBEC VALLEY TECHNICAL COLLEGE; Salary Analysis

SUPPORT STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
Merle York	Boiler Operator	10	68	\$21,091	Ellyn Chase	Admin. Secretary	11	36	\$24,148
Gerald Pelham	Building Custodian	8	68	20,425	Jill McLain	Account Clerk II	15	35	21,091
Robert Furbush	Building Custodian	4	56	18,408	Shirley McLaughlin	Account Clerk II	11	33	21,091
Maurice Frappier	Building Custodian	1	47	16,477	Martha Robbins	Clerk Typist III	5	42	19,531
					Carlene Cram	Clerk Typist II	8	41	18,990
					Ann Norman	Clerk Typist II	5	49	17,638
					Nancy Clement	Clerk Typist II	4	48	17,638
					Paula Sochia	Account Clerk II	1	37	17,555
					Lynn Nadeau	Account Clerk I	2	35	17,430
					Dianne Cook	Building Custodian	3	35	17,248
					Gail Rioux	Clerk Typist II	3	23	17,097
					Julie Todd	Library Aide	1	25	16,444
					Claudette Cliche	Clerk Typist II	1	43	15,953
					Elizabeth Clifford	Clerk Typist II	1	52	15,953

Subtotals:

- Number of Males - 4
- High Salary - \$21,091
- Median Salary - \$19,416
- Low Salary - \$16,477

Subtotals:

- Number of females - 14
- High Salary - \$24,148
- Median Salary - \$17,596
- Low Salary - \$15,953

Category Total

- Number of positions - 8
- High Salary - \$24,148
- Median Salary - \$17,638
- Low Salary - \$15,953

NORTHERN MAINE TECHNICAL COLLEGE: Salary Analysis

ADMINISTRATORS & PROFESSIONAL STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
Durward Huffman	President	3	51	\$65,560	Judy Hilton	Comp. Prog.	13	48	\$29,972
Seth Gilman	Dean of Cont. Ed.	18	56	53,510	Laura Flagg	Student Coun.	1	40	29,174
Roger Eckhardt	Vice Pres/Acad. Dean	1	55	52,519	Patricia Sutherland	Resource Dev. Officer	2	48	28,823
Timothy Crowley	Dean of Students	5	37	45,294	Pauline Goode	Fin. Aid Coord.	13	52	21,509
John Krass	Asst. Dean of Students	17	51	42,519	Gail Gagnon	Acct. I.	2	37	17,118
William Egeler	Assoc. Dean of Students	9	36	42,519					
Dale Gordon	Inst. Coord.	7	33	41,701					
Gerald Donovan	Director of Fin.	2	51	40,513					
Ned Cyr	Analyst Prog. I	22	60	35,022					
William Beil	Adult Ed Dir/Loring	6	46	31,783					
Paul Rediker	Buid. Main Supt.	13	46	28,787					
Phillip Brown	Bus. Man.	2	37	26,864					
Dan Butts	Coord/Adult Ed.	9	36	26,143					
Thomas Richards	Asst. Director	5	28	23,735					
Steven Bennett	Acct. I	13	40	22,505					

Subtotals:

- Number of Males - 15
- High Salary - \$65,560
- Median Salary - \$40,513
- Low Salary - \$22,505

Subtotals:

- Number of females - 5
- High Salary - \$29,972
- Median Salary - \$28,823
- Low Salary - \$17,118

Category Total

- Number of positions - 20
- High Salary - \$65,560
- Median Salary - \$30,285
- Low Salary - \$17,118

Compiled by Audit Staff
October 1990

NORTHERN MAINE TECHNICAL COLLEGE; Salary Analysis *

FACULTY

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
David Guerrette	Instructor	15	42	\$34,330	Betty Clark	Instructor	22	56	\$43,170
Dan Hotham	Instructor	15	40	34,330	Carol McGrath	Instructor	22	55	41,320
Robert Kervin	Instructor	11	42	34,330	Betty Kent	Instructor	11	43	41,320
Lawrence Lynch	Instructor	20	55	34,330	Eileen McDougal	Instructor	4	34	38,997
Morris Michaud	Instructor	15	42	34,330	Norma McKinnon	Instructor	4	34	37,321
Terrance Overlock	Instructor	6	47	34,330	Pauline Drummond	Instructor	6	62	36,061
John Price	Instructor	11	39	34,330	Sheila Thibodeau	Instructor	12	46	36,016
Phillip Sargent	Instructor	14	50	34,330	Diane Raymond	Instructor	3	37	35,783
Gary Soucie	Dept. Ch/Inst.	12	45	34,330	Emmaleen Lyncy	Instructor	14	64	34,330
Richard West	Dept. Ch/Inst.	17	50	34,330	Ann Osgood	Instructor	10	36	34,330
William Casavant	Instructor	10	43	34,330	Margaret Coffin	Instructor	22	64	34,330
William Fidler	Instructor	17	61	34,330	Patricia Dunton	Instructor	18	53	34,330
Lawrence Gardiner	Instructor	16	52	34,330	Roberta Everett	Instructor	7	48	33,612
Dennis Albert	Instructor	12	42	33,163	Janice Sargent	Instructor	6	44	33,163
Dan Boyd	Instructor	9	41	33,163	Miriam Gregg	Instructor	8	42	31,012
Ron Fitzgerald	Dept. Ch/Inst.	9	43	33,163	Paula York	Instructor	4	37	29,005
Gene Michaud	Instructor	5	55	33,163	Paula Aldrich	Instructor	1	27	27,341
Richard Duplessis	Instructor	13	40	32,387	Mary Hammond	Instructor	2	46	27,341
Richard Blackmore	Instructor	18	49	32,250					
David Parson	Instructor	5	51	31,101					
Allan Bennett	Instructor	7	55	29,961					
Roger Crouse	Instructor	12	44	29,961					
Lloyd Duncan	Instructor	12	61	29,961					
Guy Jackson	Instructor	6	42	29,961					
Brian McDougal	Instructor	10	41	29,961					

Joseph McLaughlin	Instructor	5	41	29,961
Robert Collins	Instructor	0	32	25,777
Allen St.Peter	Instructor	2	38	25,777
Francis Leblanc	Instructor	3	42	25,777
Robert Scott	Instructor	1	41	24,796
Jon Levasseur	Instructor	11	35	24,749

Subtotals:

- Number of Males - 31
- High Salary - \$34,330
- Median Salary - \$33,163
- Low Salary - \$24,749

Subtotals:

- Number of females - 18
- High Salary - \$43,170
- Median Salary - \$34,330
- Low Salary - \$27,341

Category Total

Number of positions - 49
 High Salary - \$43,170
 Median Salary - \$34,330
 Low Salary - \$24,749

ID1051

Compiled by Audit Staff
 October 1990

* All salary totals for faculty reflect total compensation and thus include monies paid for extended school year contracts, administrative, and extra curricular duties.

NORTHERN MAINE TECHNICAL COLLEGE: Salary Analysis

SUPPORT STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
Maurice Hewitt	Main Forman	18	61	\$28,142	Madeline Keegan	Cook III	22	75	\$24,544
Perry Dean	Main Mech.	14	42	21,091	Diane Peters	Adm. Sec.	8	46	23,212
Mark Parks	Main Mech.	9	37	21,091	Patricia Gross	Acct. Clerk II	17	53	21,403
Floyd Dyer	Cust. Worker III	21	57	21,028	Ella Boyd	Purch. Clerk	14	55	21,091
Brian McQuade	Carpenter	12	38	20,800	Betsy Harris	Clerk III	13	34	21,091
John Johnston	Maint. Mech.	8	45	20,300	Mary Field	Cook I	21	56	20,488
Wayne Johnston	Watchman	8	45	19,531	Nancy Gagnon	Clerk III	11	37	20,300
Frank Boone	Storekeeper I	7	38	19,406	Norma McCrum	Cook I	18	57	19,635
Russell Spittle	Cust. Worker I	8	58	19,032	Georgia Dicker	Clerk Typist II	16	46	19,302
Stephen Caron	Maint. Mech.	2	41	18,803	Pearl Peluso	Cook I	6	69	19,260
Dennis Anderson	Cust. Worker	8	42	18,782	Edith Bradley	Cook I	10	56	19,260
Clifford Bragdon	Cust. Worker II	20	48	18,782	Sara Nasdone	Cust. Worker I	19	71	18,345
Antoine Palmer	Watchman	16	60	17,680	Joyce Campbell	Clerk Typist II	3	36	17,888
Ernest Morse	Cust. Worker	8	48	17,014	Barbara Dakin	Clerk Typist II	1	40	17,683
					Cindy Pelkey	Switch. Bd. Oper.	5	28	17,680
					Kimberely Pergurson	Library Asst.	3	25	17,097
					Marilyn Willett	Clerk Typist I	4	39	16,515
					Catherine Chapman	Acct. Clerk II	1	30	16,140
					Joan Day	Clerk Typist I	1	33	15,038
					Shella Blair	Clerk Steno II	1	30	15,038
					Susan Paren	Clerk Typist II	1	21	14,643

Subtotals:

- Number of Males - 14
- High Salary - \$28,142
- Median Salary - \$19,468
- Low Salary - \$17,014

Subtotals:

- Number of females - 21
- High Salary - \$24,544
- Median Salary - \$19,260
- Low Salary - \$14,643

Category Total

- Number of positions - 35
- High Salary - \$28,142
- Median Salary - \$19,302
- Low Salary - \$14,643

Compiled by Audit Staff
October 1990

ID1047

SOUTHERN MAINE TECHNICAL COLLEGE: Salary Analysis

ADMINISTRATORS & PROFESSIONAL STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
Wayne Ross	President	22	54	\$69,154	M. Nunez	Director of Finance	1	32	\$40,902
William Warren	Vice Pres/Dean Academic Affairs	18	53	58,044	R. Langella	Physician Extender	6	60	36,442
J. Decourcey	Dean of Students	24	55	53,511	D. Merrill	Asst. Dean, C.E.	6	40	35,024
W. Flahive	Dean of Cont. Ed.	19	47	50,139	S. Verrier	Career Counselor	5	31	28,824
R. Weimont	Dir. of Adm.	14	42	44,655	O. Harmon	Counselor	2	31	28,824
R. Visser	Coord. TV and Comm.	5	31	38,591	J. Reeves	Adm. Assistant	1	43	24,849
S. Willis	Ed. Spec. II	3	33	38,165	D. Cameron	Librarian II	5	61	24,045
S. MacDonald	Fin. Aid Coord.	2	39	36,773	K. Kane	Energy Auditor	2	32	22,194
R. Cooper	Bus. Man. II	31	53	35,734	K. Goode	Bookstore Man.	1	44	21,632
W. Cheever	Energy Serv. Man.	5	51	35,024	D. Gulliver	House Guardian	3	28	21,632
T. DePeter	Plant Maint. Eng I.	20	54	34,094	A. Hurlburt	Librarian I	4	42	19,510
W. Jordan	Multi Fuel Lab. Supv	12	53	25,147	C. Serfes	Accountant I	2	31	19,323
H. Bouchard	Weatherization Coord.	2	55	25,043					
R. Wright	CED Coord.	3	37	24,849					
M. Lawsure	Acct. II	1	35	24,086					

Subtotals:

- Number of Males - 15
- High Salary - \$69,154
- Median Salary - \$36,773
- Low Salary - \$24,086

Subtotals:

- Number of females - 12
- High Salary - \$40,902
- Median Salary - \$24,447
- Low Salary - \$19,323

Category Total

- Number of positions - 27
- High Salary - \$69,154
- Median Salary - \$34,094
- Low Salary - \$19,323

SOUTHERN MAINE TECHNICAL COLLEGE; Salary Analysis

FACULTY *

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
S. Hasson	Instructor	16	61	\$44,403	H. Curley	Instructor	14	75	\$40,911
W. Chop	Instructor	10	41	44,140	M. Reed	Instructor	26	61	39,516
R. Churchill	Instructor	18	45	43,572	J. Greely	Instructor	13	48	38,612
R. Bourgue	Instructor	20	45	42,554	G. Cross	Instructor	9	43	38,167
C. Flink	Instructor	27	60	42,554	C. Bouchard	Instructor	5	34	37,139
D. Bertsch	Instructor	7	40	37,139	S. Doe	Instructor	4	43	37,139
D. Leaver	Instructor	5	34	37,139	J. Porter	Instructor	6	41	35,950
R. Latham	Instructor	16	50	36,676	C. Looke	Instructor	17	58	35,703
R. Sicard	Instructor	19	48	36,522	F. Caswell	Instructor	22	65	35,026
R. Gray	Instructor	20	54	36,431	S. Thidemann	Instructor	6	32	34,617
C. Carney	Instructor	13	40	35,669	I. Morrison	Instructor	2	52	34,560
R. Marcotte	Instructor	34	61	35,368	M. Siegel	Instructor	11	50	34,332
J. Dakin	Instructor	23	51	35,264	E. Miner	Instructor	16	56	34,331
F. Morong	Instructor	23	57	34,617	A. McFarland	Instructor	15	67	34,331
G. Hamelin	Instructor	4	45	34,332	J. Sullivan	Instructor	13	52	34,331
W. McClaran	Instructor	12	55	34,332	P. O'Brien	Instructor	7	43	33,915
T. Manduca	Instructor	11	59	34,332	C. Couture	Instructor	3	36	33,373
L. Glynn	Instructor	12	52	34,332	N. Smith	Instructor	4	41	32,083
B. Shaw	Instructor	19	56	34,331	C. Almeida	instructor	9	41	32,065
R. Goode	Instructor	21	48	34,331	P. Cary	Instructor	9	41	32,065
R. Siegel	Instructor	21	50	34,331	G. Christiansen	Instructor	11	40	30,250
D. Edgecomb	Instructor	21	51	34,331	D. Fielding	Instructor	3	33	30,209
P. Eastman	Instructor	20	63	34,331	N. Bates	Instructor	7	47	29,931
G. Woodsum	Instructor	9	67	34,331	L. Parise	Instructor	4	37	29,003
E. Anderson	Instructor	15	53	34,331	V. Leighton	Instructor	2	37	26,564

M. Shibles	Instructor	16	54	34,331	J. Leslie	instructor	6	40	24,385
R. Lyna	Instructor	22	43	34,331	M. Chancey	Instructor	2	39	23,745
R. Gabaree Sr.	Instructor	19	53	34,331	R. Hamond	Instructor	1	58	17,729 (part time)
R. Colpitts	Instructor	19	44	34,331					
J. Feeney	Instructor	18	45	34,331					
R. McCarthy	Instructor	23	48	34,331					
R. Portwine	Instructor	7	44	34,331					
G. Sevigny	Instructor	19	48	34,331					
A. Gordon	Instructor	4	50	34,331					
R. Davis Sr.	Instructor	13	52	33,163					
E. Fitzgerald	Instructor	10	41	31,110					
G. McPhail	Instructor	7	58	31,013					
S. Gotlieb	Instructor	18	47	30,967					
M. Cushing	Instructor	16	44	29,962					
C. Hall	Instructor	24	55	29,962					
B. Hathaway	Instructor	17	50	29,962					
J. Ney	Instructor	9	41	29,962					
K. Fryover	Instructor	6	58	29,962					
M. Wright	Instructor	5	44	29,962					
D. Pratt	Instructor	10	41	29,962					
T. Heald	Instructor	20	51	29,962					
H. Burnham	Instructor	10	40	29,962					
W. Files	Instructor	11	46	29,962					
W. Beriau	Instructor	5	45	29,962					
J. Demarino	Instructor	16	50	29,962					
R. Cote	Instructor	5	43	29,962					
L. Hudson	Instructor	11	36	29,962					
K. Sweeney	Instructor	7	42	29,962					
C. Swanson	Instructor	13	58	29,962					
J. Garvin	Instructor	1	44	29,003					
W. Sutton	Instructor	3	43	29,003					

R. Goff	Instructor	3	40	27,928
D. Libby	Instructor	2	41	27,988
D. Abbott	Instructor	1	39	27,928
R. Costigan	Instructor	3	56	24,750
S. Mitchell	Instructor	1	37	22,717
J. Thomas Jr.	Instructor	8	39	20,553 (part-time)

Subtotals:

- Number of Males - 62
- High Salary - \$44,403
- Median Salary - \$34,331
- Low Salary - \$22,717
(full time)

Subtotals:

- Number of females - 28
- High Salary - \$40,911
- Median Salary - \$34,331
- Low Salary - \$23,745
(full time)

Category Total

Number of positions - 90
 High Salary - \$44,403
 Median Salary - \$34,331
 Low Salary - \$22,717
 (full time)

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Compiled by Audit Staff
 October 1990

* All salary totals for faculty reflect compensation for monies paid for extended year contracts, administrative, and extra curricular duties.

SOUTHERN MAINE TECHNICAL COLLEGE: Salary Analysis

SUPPORT STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
D. Dyer	Cook III	20	41	\$26,840	J. Dyer	Admin Secretary	20	52	\$24,669
H. Haskell	Master Carpenter	11	62	24,149	E. Sansone	Cook II	12	44	24,073
B. Davenport	Grds. Equip Foreman	11	41	24,149	L. Kapitan	Clerk Steno III	27	62	22,235
S. Lupien	Elect. II.	10	33	24,149	R. Vintinner	Clerk Typist III	17	63	21,611
T. Bathras	Rad. Energ. Lab. Tech	12	39	23,254	S. Johnson	Acct. Clerk II	20	40	21,091
J. Reny	Maint. Mech.	9	31	23,067	A. Turner	Secretary	1	40	19,406
R. Kalloch	Quality Control Insp.	2	54	21,341	L. Dolan	Comp. Oper.	4	28	19,323
B. Folan	Maint Mech.	13	64	21,091	V. Farr	Clerk Typist III	12	40	18,990
D. Dyro	Maint. Mech./Multi Fuel Lab Technician	3	38	19,968	A. Pepper	Clerk Typist II	8	46	18,990
D. Dorr	Bookeep. Mach. Op.	5	48	19,406	E. Woodbury	Clerk Typist II	14	58	18,990
N. Thompson	Building Cust.	8	53	19,157	K. Pfarr	Clerk Typist III	3	40	18,803
F. Arsenault	Cust. Worker Ii	11	55	18,429	N. Lounsbury	Clerk Steno II	4	33	18,678
S. Pierce	Storekeeper I	4	37	17,430	T. Held	Switchboard Oper.	11	42	18,429
F. Leeman	Bldg. Cust.	4	60	17,285	M. Burke	Acct. Clerk II	1	27	18,138
A. Hill	Cust. Worker I	9	51	17,014	D. Farnsworth	Clerk Typist	2	49	18,138
D. Marquis	Cust. Worker I	8	53	17,014	M. Ferguson	Fd. Serv. Worker	20	58	17,805
R. Thyng	Cust. Worker I	14	53	17,014	A. Gregoire	Clerk Steno III	9	64	17,372
R. Ulmer	Cust. Worker I	6	57	16,474	T. Jordan	Comp. Oper.	1	35	17,118
R. Ellis	Cust. Worker I	5	51	16,474	D. Wasson	Clerk Typist II	3	51	17,098
C. Hoffman	Cust. Worker II	2	53	15,662	E. Hodel	Clerk II	4	26	17,098
R. Alexander	Cook I	1	50	15,662	G. Parson	Clerk Steno I	2	44	16,827
A. Ashley	Cust. Worker I	4	53	15,434	C. Bryant	Clerk Typist II	1	38	15,954
S. Irish	Cust. Worker I	3	42	14,976	M. Hasson	Clerk II	1	57	115,662 (part-time)
C. Berry	Cust. Worker Ii	1	38	14,498	L. Frank	Acct. Clerk II	1	21	15,662

B. Mulkern	Cust. Worker I	1	42	14,498	J. Shaw	Fed. Service Wrk.	1	44	15,496
J. Pennell	Fd. Serv. Worker	1	66	13,853 (part-time)	J. Norman	Fd. Service Wrk.	1	58	15,080
					D. LaPointe	Data Entry Op.	1	41	14,310 (part-time)

Subtotals:

- Number of Males - 26
- High Salary - \$26,840
- Median Salary - \$17,357
- Low Salary - \$14,498
(full time)

Subtotals:

- Number of females - 27
- High Salary - \$24,689
- Median Salary - \$18,138
- Low Salary - \$15,080
(full time)

Category Total

- Number of positions - 53
- High Salary - \$26,840
- Median Salary - \$18,138
- Low Salary - \$14,498
(full time)

Compiled by Audit Staff
October 1990

WASHINGTON COUNTY TECHNICAL COLLEGE: Salary Analysis

ADMINISTRATORS & PROFESSIONAL STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
R. Renauld	President	15	41	\$62,831	L. Shelley	Director of Finance	15	56	\$35,303
T. Duym	Division Head	9	33	44,584	T. Ftorek	Student Counselor	2	38	29,823
D. Sousa	Dean of Students	6	41	44,018	P. Bishop	Business Manager II	4	52	25,376
D. Richardson	Vice President/Dean of Academic Affairs	1	41	40,903	J. Maker	Assistant Registrar	18	44	24,848
W. Yerxa	Dean of Continuing Education	1	41	38,776	B. Maerhaut	Librarian II	11	47	22,672
T. Isgro	Financial Aid Coordinator	5	40	33,343	A. Wren	Accountant II	1	33	20,508
G. Ramsdell	Building Maintenance Supervisor	10	41	27,414	L. Winchester	Accountant I	3	25	19,323
R. McShane	Dormitory Counselor	2	35	24,848					
W. Krider	Build. Maint. Supervisor	7	51	21,216					

Subtotals:

- Number of Males - 9
- High Salary - \$62,831
- Median Salary - \$38,776
- Low Salary - \$21,216

Subtotals:

- Number of females - 7
- High Salary - \$35,303
- Median Salary - \$24,848
- Low Salary - \$19,323

Category Total

- Number of positions - 16
- High Salary - \$62,831
- Median Salary - \$28,618
- Low Salary - \$19,323

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Compiled by Audit Staff
October 1990

WASHINGTON COUNTY TECHNICAL COLLEGE: Salary Analysis

FACULTY

Male

Female

Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
J. Krug	Instructor	20	53	\$47,942	M. Maffei	Instructor	7	39	\$32,012
E. Libby	Instructor	18	57	43,020	D. Kokoska	Instructor	2	36	26,536
M. Marden	Instructor	16	46	39,211					
G. Grass	Instructor	12	56	38,326					
W. Dupuis	Instructor	14	47	37,676					
C. Rollins	Instructor	11	53	37,332					
B. Blanchard	Instructor	6	38	37,168					
Edwin Libby	Instructor	18	57	37,064					
J. Morrell	Instructor	14	38	36,097					
G. O'Leary	Instructor	15	41	36,047					
G. Fatula	Instructor	10	44	35,762					
C. Smith	Instructor	14	46	34,626					
D. Rowe	Instructor	18	55	34,330					
R. Parker	Instructor	12	45	33,912					
V. Cassidy	Instructor	9	44	33,508					
T. Lerke	Instructor	11	39	33,163					
D. Pike	Instructor	9	37	33,018					
J. Bloemendaal	Instructor	2	49	32,404					
R. LaRoche	Instructor	8	42	32,065					
B. Case	Instructor	6	31	30,743					
A. Sutherland	Instructor	9	41	29,961					
G. O'Leary	Instructor	15	41	29,961					
K. Clark	Instructor	5	48	29,004					

Subtotals:

- Number of Males - 23
- High Salary - \$47,942
- Median Salary - \$34,626
- Low Salary - \$29,004

Subtotals:

- Number of females - 2
- High Salary - \$32,012
- Median Salary - \$29,274
- Low Salary - \$26,536

Category Total

- Number of positions - 25
- High Salary - \$47,942
- Median Salary - \$34,330
- Low Salary - \$26,536

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Compiled by Audit Staff
November 1990

WASHINGTON COUNTY TECHNICAL COLLEGE: Salary Analysis

SUPPORT STAFF

<u>Male</u>					<u>Female</u>				
Name	Title	Years of Service	Age	Salary	Name	Title	Years of Service	Age	Salary
R. Merrill	Building Custodian	8	31	\$20,415	A Driscoll	Clerk Typist III	17	56	\$21,403
W. Hornbrook	Building Custodian	17	61	20,217	W. Hood	Clerk Typist II	16	37	19,302
G. Townsend	Custodial Worker II	10	39	18,428	J. Adams	Clerk Typist II	9	43	18,990
D. Murphy	Building Custodian	2	28	17,284	E. Tibbetts	Clerk Typist II	6	54	18,990
E. Seeley	Cust. Worker II	1	25	14,310	S. Bishop	Clerk Typist II	10	51	18,990
D. Sullivan	Cust. Worker II	1	38	14,310	G. McKeil	Clerk Typist II	8	45	18,990
					J. O'Grady	Clerk Typist II	7	41	18,220
					N. Gallant	Library Assistant	9	56	18,040
					A. Boomer	Clerk Typist II	1	24	14,643
					S. Gibson	Account Clerk I	7	38	9,339 (part-time)
					S. Bartlett	Account Clerk I	5	36	9,027 (part-time)

Subtotals:

- Number of Males - 6
- High Salary - \$20,415
- Median Salary - \$17,856
- Low Salary - \$14,310

Subtotals:

- Number of females - 9 (full time)
- High Salary - \$21,403
- Median Salary - \$18,990
- Low Salary - \$14,643 (full time)

Category Total

- Number of positions - 15 (full-time)
- High Salary - \$21,403
- Median Salary - \$18,990
- Low Salary - \$14,310

Compiled by Audit Staff
November 1990

APPENDIX 6:

**Analysis of Student
Enrollments by Gender**



Audit & Program Review Committee
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CENTRAL MAINE TECHNICAL COLLEGE

Full-Time/Part-Time Matriculated
Student Enrollment
1990/1991

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Architectural and Civil Engineering	21 (75%)	8 (25%)	29
• Associate Degree Nursing	1 (4%)	27 (96%)	28
• Automotive Technology	50 (89%)	6 (11%)	56
• Building Construction Technology	49 (96%)	2 (4%)	51
• Electromechanical Technology	61 (95%)	3 (5%)	64
• Food Preparation Technology	8 (62%)	5 (38%)	13
• Graphic Arts/Printing Technology	28 (44%)	35 (56%)	63
• Metal Fabrication Technology	18 (100%)	0 (0%)	18
• Machine Tool Technology	51 (98%)	1 (2%)	52
• Occupational Health and Safety	10 (56%)	8 (44%)	18
• Practical Nursing	2 (4%)	50 (96%)	52
• Welding Technology	16 (100%)	0 (0%)	16
• Trade & Technical Occupations	<u>2</u> (100%)	<u>0</u> (0%)	<u>2</u>
Total	317 (69%)	145 (31%)	462

Audit & Program Review Committee
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EASTERN MAINE TECHNICAL COLLEGE
Full-Time/Part-Time Maticulated
Student Enrollment
1989/1990

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Automotive/Heavy Equipment	38 (100%)	0 (0%)	38
• Building Construction Technology	60 (98%)	1 (2%)	61
• Business Management	62 (36%)	112 (64%)	174
• Electrical Power Technology	32 (91%)	3 (9%)	35
• Electronics Technology	38 (97%)	1 (3%)	39
• Foods Technology	6 (46%)	7 (54%)	13
• Medical Laboratory Technology	4 (21%)	15 (79%)	19
• Machine Tool Technology	46 (98%)	1 (2%)	47
• Nursing	4 (4%)	87 (96%)	91
• Medical Radiography	4 (11%)	31 (89%)	35
• Refrigeration and Air Conditioning Technology	26 (100%)	0 (0%)	26
• Technical Studies	8 (36%)	14 (64%)	22
• Welding Technology	30 (100%)	0 (0%)	30
• Electrician Program	<u>12 (92%)</u>	<u>1 (8%)</u>	<u>13</u>
Total	370 (58%)	173 (92%)	643

Audit & Program Review Committee
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KENNEBEC VALLEY TECHNICAL COLLEGE

**Full-Time/Part-time Matriculated Student Enrollment
1990/1991**

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
Associate Degree Nursing	7 (10%)	64 (90%)	71
Business Administration	64 (31%)	145 (69%)	209
Medical/Dental Assisting	0 (0%)	24 (100%)	24
Educational Technician	0 (0%)	12 (100%)	12
Electrical Construction Technology	31 (94%)	2 (6%)	33
Industrial Electrical/ Electronics Technology	104 (94%)	7 (6%)	111
Emergency Medical Services - Paramedic	10 (63%)	6 (37%)	16
Practical Nursing	1 (2%)	45 (98%)	46
Respiratory Therapy Technician	6 (38%)	10 (62%)	16
Building Construction Technology	14 (100%)	0 (0%)	14
Secretarial Science	0 (0%)	52 (100%)	52
Lineworker Technology	<u>15 (94%)</u>	<u>1 (16%)</u>	<u>16</u>
Totals	252 (41%)	368 (59%)	620

Audit & Program Review Committee
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NORTHERN MAINE TECHNICAL COLLEGE

**Full-Time/Part-Time Matriculated
Student Enrollment
1990/1991**

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Business Administration	59 (43%)	77 (57%)	136
• Accounting	24 (28%)	61 (72%)	85
• Office Systems Technology	8 (19%)	34 (81%)	42
• Secretarial Science	0 (0%)	55 (100%)	55
• Clerical Training	0 (0%)	14 (100%)	14
• Computer Information Systems	16 (48%)	17 (52%)	33
• Computer Electronics	54 (87%)	8 (13%)	62
• Practical Nursing	2 (2%)	126 (98%)	128
• Associate Degree Nursing	1 (2%)	49 (98%)	50
• Masonry	15 (100%)	0 (0%)	15
• Carpentry	34 (92%)	3 (8%)	37
• Electrical Construction and Maintenance	49 (100%)	0 (0%)	49
• Plumbing & Heating	20 (100%)	0 (0%)	20
• Industrial Electrical Technology	29 (94%)	2 (6%)	31
• Diesel Hydraulic Technology	27 (100%)	0 (0%)	27

• Automotive Body Repair	23 (100%)	0 (0%)	23
• Automotive Technology	31 (100%)	0 (0%)	31
• Drafting Technology	54 (83%)	11 (17%)	65
• Sheet Metal	<u>16 (100%)</u>	<u>0 (0%)</u>	<u>16</u>
Total	462 (50%)	457 (50%)	919

Audit & Program Review Committee
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SOUTHERN MAINE TECHNICAL COLLEGE

Full-Time/Part-Time Matriculated
Student Enrollment
1990/1991

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Associate Degree	6 (10%)	53 (90%)	59
• Applied Marine Biology and Oceanography	22 (61%)	14 (39%)	36
• Automated Office Management	13 (30%)	31 (70%)	44
• Automotive Technology	42 (100%)	0 (0%)	42
• Building Construction	61 (95%)	3 (5%)	64
• Culinary Arts	46 (48%)	50 (52%)	96
• Cardiovascular Technology	2 (40%)	3 (60%)	5
• Drafting	43 (84%)	8 (16%)	51
• Dietetic Technician	6 (14%)	37 (86%)	43
• Electric Technology	32 (94%)	2 (6%)	34
• Environmental Technology	31 (84%)	6 (16%)	37
• Electronics Technology	38 (90%)	4 (10%)	42
• Extended Studies	25 (66%)	13 (34%)	38
• Fire Science Technology	29 (97%)	1 (3%)	30
• Heating and Air Conditioning	27 (93%)	2 (7%)	29
• Hotel, Motel & Restaurant Management	24 (53%)	21 (47%)	45

• Industrial Electricity	36 (100%)	0 (0%)	36
• Industrial Electronics	9 (100%)	0 (0%)	9
• Law Enforcement Technology	143 (88%)	19 (12%)	162
• Marine Engineering	20 (100%)	0 (0%)	20
• Marine Science Engineering	1 (100%)	0 (0%)	1
• Machine Tool Technology	28 (100%)	0 (0%)	28
• Masonry	6 (100%)	0 (0%)	6
• Nautical Science	20 (95%)	1 (5%)	21
• Plumbing	12 (86%)	2 (14%)	14
• Practical Nursing	5 (8%)	54 (92%)	59
• Plant & Soil Technology	16 (40%)	24 (60%)	40
• Radiologic Technology	3 (9%)	32 (91%)	35
• Radiation Therapy	4 (40%)	6 (60%)	10
• Respiratory Therapy	16 (44%)	20 (56%)	36
• Surgical Technology	<u>0 (0%)</u>	<u>2 (100%)</u>	<u>2</u>
Totals	766 (65%)	408 (35%)	1174

Audit & Program Review Committee
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WASHINGTON COUNTY TECHNICAL COLLEGE

Full-Time/Part-Time Matriculated
Student Enrollment
1990/1991

<u>Program</u>	<u>Male (%)</u>	<u>Female (%)</u>	<u>Total</u>
• Automotive	13 (100%)	0 (0%)	13
• Boatbuilding	13 (93%)	1 (7%)	14
• Building Construction	9 (100%)	0 (0%)	9
• Diesel Service	13 (100%)	0 (0%)	13
• Electronic Communications	8 (100%)	0 (0%)	8
• Heating	15 (100%)	0 (0%)	15
• Heavy Equipment Maintenance	9 (100%)	0 (0%)	9
• Heavy Equipment Operation	14 (100%)	0 (0%)	14
• Marine Electronics	5 (83%)	1 (17%)	6
• Marine Painting	8 (100%)	0 (0%)	8
• Plumbing	14 (88%)	2 (12%)	16
• Residential/Commercial Electricity	16 (100%)	0 (0%)	16
• Secretarial Studies	0 (0%)	18 (100%)	18
• Welding	27 (100%)	0 (0%)	27
• Wood Harvesting	<u>4 (100%)</u>	<u>0 (0%)</u>	<u>4</u>
Totals	168 (88%)	22 (12%)	190