

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)



Maine Community College System

Program Evaluation Report

**As Required by the Government Evaluation Act
(3 M.R.S.A. § 955)**

Submitted to

**The Joint Standing Committee on
Educational and Cultural Affairs
of the
124th Maine Legislature**

November 1, 2009



Maine Community College System

OFFICE OF THE PRESIDENT

323 State Street, Augusta, Maine 04330-7131
207.629.4000 • Fax: 207.629.4048
www.mccs.me.edu

November 1, 2009


Honorable Justin Alfond, Chair
Honorable Patricia Sutherland, Chair
Joint Standing Committee on Education
and Cultural Affairs
124th Maine Legislature
Augusta, ME 04333

Dear Senator Alfond, Representative Sutherland and members of the Joint Standing Committee on Education and Cultural Affairs:

Pursuant to your letter of June 12, 2009, I am pleased to provide you with the Maine Community College System's program evaluation report in accordance with the Government Evaluation Act, M.R.S.A., Title 3, chapter 35.

We look forward to working with you in the months ahead as you proceed with the review process. Please do not hesitate to contact me if there is anything we may do to assist you further in your review. Thank you.

Sincerely yours,



John Fitzsimmons
President

TABLE OF CONTENTS

A. Enabling or Authorizing Law	Page 1
B. Program Descriptions including Priorities/Goals/Objectives,	Page 3
C. Organizational Structure	Page 4
D. Compliance with Federal/State Laws	Page 5
E. Financial Summary	Page 5
F. Regulatory Agenda and Summary of Rules.....	NOT APPLICABLE
G. Identification of Coordinated Efforts.....	Page 8
H. Identification of Constituencies	Page 14
I. Summary of Alternative Delivery Systems	Page 16
J. Identification of Emerging Issues	Page 17
K. Committee Request for Information	NONE REQUESTED AT THIS TIME
L. Comparison of Federal Laws to State Laws	Page 19
M. Policies/Practices Regarding Use of Personal Information	Page 20
N. Reports/Applications to be Filed with Agency	NOT APPLICABLE

**Report of the
Maine Community College System
Pursuant to 3 M.R.S.A. §956, the State Government Evaluation Act
November 1, 2009**

The Government Evaluation Act requires the Maine Community College System (MCCS) to provide information to the Maine Legislature as detailed in 3 M.R.S.A. §956. This report lays out the requirements of the statute, with the System's responses following each requirement.

A. Enabling or Authorizing Law

The Maine Community College System is authorized in 20-A M.R.S.A. §12701 - §12722. A copy of the authorizing legislation can be found in Appendix I.

MCCS Mission

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

Public Law, c. 431 and approved by the MCCS Board of Trustees June 10, 1999

HISTORICAL OVERVIEW

The foundation of Maine's community colleges was laid over 60 years ago when the economies of both Maine and the nation were struggling to make the transition from war to peace. Thanks to the GI Bill of Rights – which was designed to ward off widespread unemployment and postwar depression – the Maine legislature in 1946 established the Maine Vocational Institute (soon after changed to the Maine Vocational Technical Institute or MVTI) in Augusta, enabling returning Maine veterans to acquire the occupational skills they needed to reenter the workforce.

Both the GI Bill and the creation of MVTI were investments that paid remarkable dividends. The GI Bill enabled millions of veterans to receive educational benefits that would otherwise have been unavailable to them. As a result, the number of degrees awarded by U.S. colleges and universities more than doubled between 1940 and 1950.

In Maine, the MVTI soon moved to larger facilities at Fort Preble in South Portland, the current home of Southern Maine Community College. As Maine business and industry came to view the school as a reliable source for skilled workers, the demand for similar workforce training in other parts of the state resulted in rapid expansion. By 1969, five additional VTIs had been established: Central Maine Community College in Auburn, Eastern Maine Community College

in Bangor, Kennebec Valley Community College in Fairfield, Northern Maine Community College in Presque Isle, and Washington County Community College in Calais. In 1994, the legislature established the seventh college, to provide increased educational opportunities in York County, the second most populous county in the state.

The colleges have continued to evolve in significant ways over the past 60 years in response to dramatic shifts in the state's economy and to the individual needs of Maine citizens. In 1989, Maine's legislature voted to convert the vocational technical institutes to technical colleges. In doing so, the legislature sought to clarify the post-secondary missions of the institutions and to recognize that economic forces were transforming the state's workplace, demanding increased skill levels and education.

And in 2003, largely in response to Maine's persistently low college-going rates, the legislature voted to broaden the mission of the colleges. In that year, the technical colleges became community colleges providing an affordable, accessible, college option that would enable more Maine citizens to prepare for high skill careers or transfer to four-year colleges and universities.

MAINE'S COMMUNITY COLLEGES TODAY

Maine's Community Colleges are designed to provide a critical entry point to higher education and economic opportunity for Maine citizens, many of whom have never considered higher education a viable option. While M CCS enrollment has increased every year for the past 20 years – 83% since 2003 – the system experienced an unprecedented increase of 12% from fall 2008 to fall 2009 alone.

The second fastest growing two-year college system in the country, today, Maine's seven community colleges and eight off campus centers offer over 300 associate degree, certificate, and diploma options with about 85% of its core occupational programs being the only ones of their kind offered in Maine. Currently, nearly 16,500 students are enrolled in degree-seeking credit courses and thousands more are served annually through customized education and training for businesses and their employees, as well as in credit and noncredit courses.

Since transitioning from technical to community colleges in 2003, the number of recent high school graduates directly entering a community college has increased by 83%. They now see the community colleges as a choice for higher education opportunities. And more and more students are choosing to begin their post-secondary career at a community college as a cost savings and then transfer on to a four-year institution. Currently, about 2,500 M CCS students are enrolled in the University of Maine System – a 50% increase in five years. In all, M CCS students have transferred to over 70 different institutions in 30 states across the country.

- B. A description of each program administered by the agency or independent agency, including the following for each program:**
- 1) Established priorities, including the goals and objectives in meeting each priority;**
 - 2) Performance criteria, timetables or other benchmarks used by the agency to measure its progress in achieving the goals and objectives; and**
 - 3) An assessment by the agency indicating the extent to which it has met the goals and objectives, using the performance criteria. When an agency has not met its goals and objectives, the agency shall identify the reasons for not meeting them and the corrective measures the agency has taken to meet the goals and objectives.**

The Maine Community College System is comprised of seven regional colleges located in Auburn, Bangor, Fairfield, Presque Isle, South Portland, Calais and Wells. The system's eight off campus centers are located in Dover-Foxcroft, East Millinocket, Ellsworth, South Paris, Augusta, Houlton, Madawaska, and Bath.

Each of the colleges has a unique mix of academic programs designed to meet the specific needs of its students and regional economy, different operating priorities, and a different institutional culture.

A profile of each college, and a list of program offerings, may be found by reviewing the MCCS Viewbook in Appendix 2.

What binds the colleges together is a common mission – established by the Maine Legislature and implemented by the MCCS governing Board of Trustees (*refer to page 1, A. Enabling Law.*) Because our institutions must continually balance their individual needs and priorities with those of the System as a whole, a system-wide strategic plan provides clear direction to the colleges for ensuring that the system's overarching mission continues to be realized.

The MCCS Strategic Plan sets clear system-wide goals and – through specific objectives and measures of performance – defines how each of the goals will be achieved. In doing so, the plan ensures that complex issues and difficult decisions will be examined and resolved in the context of the System's clearly articulated priorities (Appendix 3, pages 22 – 25.)

Several core documents serve as the foundation of the MCCS Strategic Plan. The Mission and Vision Statements make clear that the primary work of the seven colleges is “to create an educated, skilled, and adaptable labor force that is responsive to the changing needs of the economy of the state” and to play a role in “enhancing the quality of life and economic prosperity through excellence in education.” (Appendix 4.) The mission statements of the individual colleges and the results of the *Envision the Future* process, together with the System's mission and vision statements, serve to guide the strategic plan process.

Envision the Future

In order to develop a broad consensus about the future of Maine's community colleges, the MCCS undertook Envision the Future, a comprehensive planning process – begun in 2006 – designed to engage faculty, staff, administrators, and trustees in a dialogue focused on how

each college and the M CCS as a whole could position itself to meet Maine's future needs. The process asked each college to develop priorities for the next five to seven years encompassing topics such as enrollment, education offerings, student services, and technology. The process laid the framework for the System's Strategic Plan through 2012.

The M CCS Strategic Plan is used by the System's Board of Trustees to monitor the progress of the colleges in achieving key goals and objectives. The Board is active in the development of the plan and its priorities and annually uses the plan results as a primary means of assessing the performances of the colleges and System as a whole.

The colleges, in turn, use the plan to develop their own individual strategic plans and to assess their success in achieving common measures of success and progress. The plan serves as a basic guide for developing many of the colleges' operating details, helping them to focus on key priorities and to direct limited resources where most needed.

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

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

The System President, appointed by the Board of Trustees, serves as the System's chief executive officer and is responsible for implementing the policies of the Board of Trustees and overseeing operations of the M CCS. Reporting directly to the System President are seven College Presidents with responsibility for daily operations of their respective colleges. An organizational chart denoting the current structure of the M CCS can be found in Appendix 5.

The M CCS currently employs 852 regular employees which when broken down includes 341 faculty and 511 non-faculty positions. All but the 71 "Confidential" employees are represented by collective bargaining agreements. Generally speaking, faculty and mid-level administrators are represented by the Maine Education Association, and support personnel are represented by the Maine State Employees Association. A small number of cafeteria personnel (8) are represented by the American Federation of State, County and Municipal Employees.

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

A breakdown of regular employees, as of 9/11/09, by location is provided in the chart below.

	CMCC	EMCC	KVCC	NMCC	SMCC	WCCC	YCCC	CCD*	Syst.Off.	Total
AFSCME	6					2				8
MSEA Supervisory	3	4	2	2	9	3	1		1	25
MSEA Support	26	36	21	26	83	15	19	6	5	237
MEA Faculty	55	53	42	46	108	20	17			341
MEA Administrator	31	14	19	18	41	14	21	11	1	170
Confidential	7	11	8	8	9	4	8	3	13	71
TOTALS	128	118	92	100	250	58	66	20	20	852

* Center for Career Development (Early College for ME, Maine Quality Centers, Institutional Research)

D. Compliance with federal and state health and safety laws, including the Americans with Disabilities Act, the federal Occupational Safety and Health Act, affirmative action requirements and workers' compensation

The Maine Community College System is in full compliance with all federal and state health and safety laws, including ADA, OSHA, affirmative action and workers' compensation. In order to ensure compliance the Board of Trustees has adopted the following policies specific to these issues:

ADA Compliance: MCCS Policy #407 (Appendix 6)

OSHA Compliance: MCCS Policy # 801 (Appendix 7)

Affirmative Action Compliance: MCCS Policy #201 (Appendix 8)

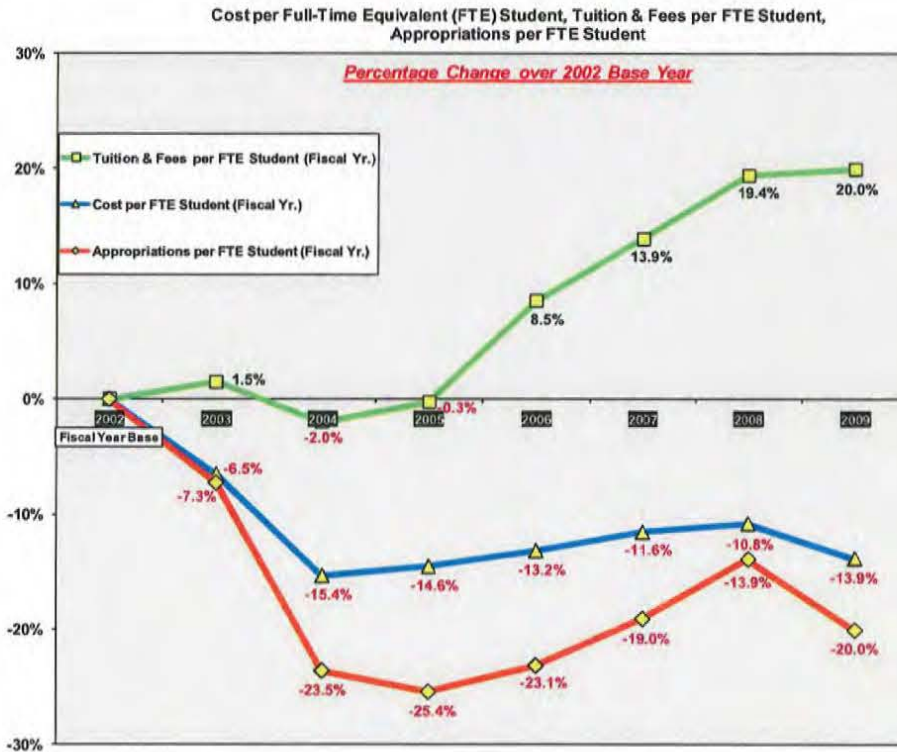
With regard to Workers' Compensation, the Maine Community College System maintains coverage in accordance with requirements of MRSA Title 39-A through the Maine Municipal Association.

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

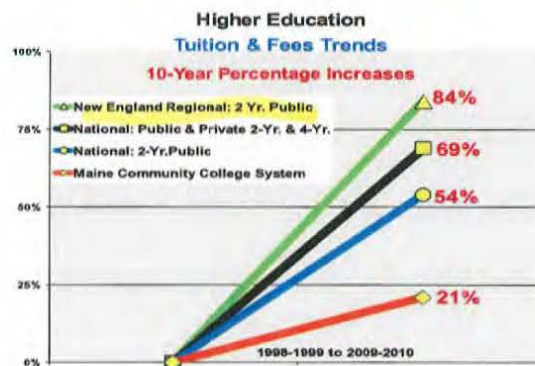
In 1990, funding for state higher education equaled 17% of the State's general fund revenues; in 2008 higher education's share of the general fund budget was only 9%. In 2007 Maine ranked 38th in state appropriation per capita and 32nd in appropriation per dollar of income.

MCCS strives to meet its mission in an efficient and thoughtful manner. In fiscal 2000 state appropriation to all of public higher education averaged over \$6,000 per student served; in FY06 the appropriation was just over \$5,000. If the fiscal 2000 level of per student budget had been sustained, current state appropriations to Maine's public higher education systems would have been approximately \$50 million higher in 2006 than was actually expended.

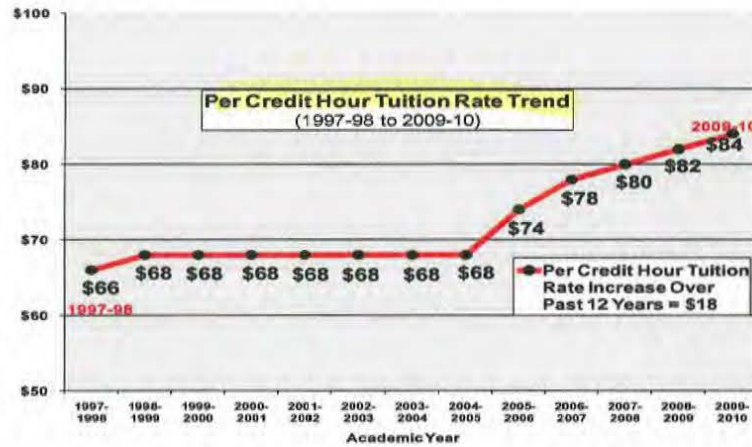
In 1990, state appropriation represented 64% of the MCCC budget, today (FY09) it represents 41%. Unfortunately over time, a greater share of the burden has been placed on students, evident in the chart below. In 2000, the state subsidy per MCCC FTE student was \$6,300; today it is \$5,200.



The MCCC remains concerned about the increased financial burden placed on our students. Of current degree-seeking students, 73% reported receiving some form of financial assistance. And while MCCC tuition and fees have increased, the good news for Maine students is that the increase is 21% compared to an increase of 84% across New England from 1999 to 2009.



An *Ability to Pay Study* of MCCS students conducted in 2008 indicated that while a \$2 per credit hour increase was manageable, a \$5 per credit hour increase would result in the loss of 22% of our enrollment.



The MCCS prides itself on the ability to reorganize in order to operate as efficiently as possible within available resources. Over the past decade the System Office has reorganized so that it can best assist the colleges in those areas most critical to ensuring that they can remain focused on our mission.

In 1990, the System Office employed 29 people – today, the System Office employs 20. In the late 1990s we engaged our employees in a conversation system-wide about how best the System Office could support them. The result of those conversations led to the administrative structure of the System Office that has been developed over the past decade and is endorsed and promoted by the System’s administration and Board of Trustees. The System Office provides support for mission critical functions on a state-wide basis in the areas of legislative, legal and public affairs as well as human resource and financial management. Through its restructuring and reorganizing efforts over time, the System Office has reduced its staff by approximately 1/3 for an estimated annual savings of \$750,000.

An MCCS financial summary from 2000 – 2009 may be found in Appendix 9.

F. When applicable, the regulatory agenda and the summary of rules adopted

Not applicable to MCCS.

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

Higher Education Collaboration

As noted earlier in this report, the ability to collaborate and partner with our public higher education colleagues is instrumental to our collective success and our ability to provide the educational experience and opportunities that State law requires. M CCS has a strong track record of coordination and collaboration with its higher education colleagues. Several examples are outlined below.

While relatively little academic and programmatic overlap exists between the public higher education institutions in Maine in light of our missions and programs being largely distinct from one another, we work together closely to ensure high quality educational opportunities. In fact, a recent review of academic offerings within the M CCS shows that only about 17% of M CCS programs – 34 of 197 – are similar to those offered by a university within their respective regions. Of those programs, 31 articulate into baccalaureate level programs at the university in the region. Two other programs articulate to a university elsewhere within Maine, and one program is not designed to articulate at this time. Currently about 2,500 M CCS students have transferred on to the UMS to continue their post-secondary careers. A copy of the Similar Program Analysis may be found in Appendix 10.

But also of critical importance is our ability to provide our services by looking at economies of scale. To that end, efforts to examine efficiencies and existing collaborations, as well as investigation of new and continuing collaborations, are ongoing. Some of the more significant collaborative efforts include purchasing and procurement, shared administrative costs through joint operation of five off-campus centers, and facilities management. Several other areas currently being investigated for shared cost savings include:

- Fuel and energy consumption through participation in pilot regional fuel oil procurement
- Copier contracts whereby UMS' vendor contracts have been expanded to allow M CCS to participate
- Fleet Management through the use of fleet fuel cards
- M CCS accepted the UMS' invitation to join their Procurement Council which allows for sharing of best practices and group training for efficient purchasing and procurement of services
- As with the copier contracts noted above, UMS' vendor contracts have been expanded to allow M CCS to purchase furniture, saving 15% to 20% in costs annually
- Again, M CCS participates in UMS' vendor contracts with Fed Ex and UPS to reduce shipping costs

Clearly, in a time of diminishing state resources, it is of paramount importance that we remain vigilant in our efforts to be efficient and effective. M CCS is committed to that goal.

For more detailed information regarding efforts noted above, a report on Administrative Cost Savings prepared for the 123rd Maine Legislature may be found in Appendix 11.

Another, more recent, example of our continuing efforts to collaborate is the formation of the Maine Public Higher Education Program Planning Council. Again, difficult economic times allow organizations to look at how individual resources can best be used in a combined effort to benefit the needs of its constituencies.

While UMS is unable to participate on the Council at this time, MCCS and Maine Maritime Academy felt strongly that moving forward with implementation was critical at this time. The Council's purpose is to provide a forum for collaboration and better coordinated planning for degree programs among the entities in order to provide the best support possible for Maine's economy within their missions. An example of the opportunities this effort presents lies in the emergence of the "green" economy and jobs that go with it. MCCS for example, has introduced programs to train technicians for wind power and other energy related occupations, and MMA offers – as it has for years – degrees in power generation. Each of us has responded to the needs of the state and the potential for economic benefit for Maine, but has done so within our own missions and sphere of expertise. We believe this is exactly the type of situation in which coordination can lead to even more coherent programming.

A copy of the MPHEPPC Guidelines may be found in Appendix 12.

Another example is one of the numerous academic collaborations – Advantage U. Originally established in 2005, Advantage U is a guaranteed admissions agreement between the MCCS and UMS. Through Advantage U qualified MCCS students upon completion of an associate degree in Liberal Studies from an MCCS college is guaranteed admission with advance standing to any institution of the University of Maine System. Upon joining the Advantage U program, students have the benefit of receiving early advising, a streamlined university application process with no university application fee, and advanced course registration with continuing university students.

And finally, as important as it is to work with our Maine colleagues, it is equally important to reach across our borders in order to increase opportunities for our students. In 2007, MCCS entered into the Compact for the Advancement of Educational, Economic Development and Cultural Opportunities for the Region with the New Brunswick Community College Network. One of the primary purposes of the Compact is to provide increased opportunities for Maine students to enroll in undersubscribed programs in a New Brunswick community college at in-state/in-country tuition rates, and vice versa. While some programs may be similar, each system has programs that are unique and advanced in different areas of expertise within certain occupations. Under the Compact, it is also possible for students, particularly "border" students, to be dual enrolled in a Maine community college and a New Brunswick community college.

Originally designed for Northern Maine and Washington County Community College only, the agreement was expanded in 2008 to allow all of our community colleges to participate in opportunities provided by the Compact. In addition to making academic offerings available, the

Compact also seeks to create opportunities for the exchange of ideas through forums for professional development and joint development of shared curricula.

A copy of the Compact MOA and a listing of current programs available to Maine students in New Brunswick may be found in Appendix 13.

Rural Initiative

Recognizing the significant economic and educational challenges Maine's rural communities face, MCCS initiated a dialog in 2007 to identify ways in which the community colleges could play a greater role in helping to address those challenges. Over the course of four months in 2007, MCCS President Fitzsimmons travelled some 2,500 miles across rural Maine to meet with nearly 400 community and business leaders from all 16 counties. The conversations focused on how the state's community colleges could support efforts to improve Maine's rural economies.

Based on the findings from the meetings, in December 2007 the MCCS issued a series of recommendations aimed at addressing the workforce and educational challenges confronting rural parts of the State. With an investment of \$6.5 million in hand, raised from primarily private sources, the MCCS Rural Initiative was officially launched in 2008 in order to provide greater access to community college programs. In the first year alone, nearly 600 students from over 100 rural communities throughout Maine were served.

Designed to provide greater access to community college courses for high school students, delivery of full academic programs in rural communities, create scholarships, expand distance learning opportunities and workforce training assistance to small businesses in rural regions, the Initiative provides:

- Greater financial assistance for rural community college students
 - \$3.5 million challenge grant from The Bernard Osher Foundation was successfully matched which enabled the MCCS to establish an endowment that will fund 250 to 300 scholarships each year to students from rural Maine.*
 - \$150,000 was committed to provide financial assistance to help cover the cost of child care expenses for students from rural communities enrolling in college.*
- Delivery of higher education programs to rural areas
 - The Bring College to ME program was created in order to deliver targeted, two-year programs – on an intermittent basis – to rural Maine. Because of the critical demand for skilled health care workers in all parts of the state, the first Bring College to ME programs were health care related. In the first year, over 160 students from more than 60 rural communities were enrolled in programs which included nursing, medical assisting, medical office technology, and emergency medical services. The program was funded through a financial partnership with TDBanknorth and The Betterment Fund.*
- Increased distance learning opportunities
 - Through the addition of new technology, Bring College to ME programs and delivery of general education courses to new areas of the state have been expanded. The new*

technology was provided for in part by a \$100,000 federal grant matched by each of the seven colleges and resulted in an investment of nearly \$250,000 in new technologies in order to expand distance learning opportunities into rural communities.

- Increased access to community college courses by high school students
The MCCS On Course for College program, was expanded to provide high school students from rural communities with the opportunity to earn college credit by taking a community college course, at no cost. As a result, students enroll by taking a class at their local community college, online or through other distance learning opportunities. In some cases, they may take a community college course that is being delivered at their high school.
- Expanded workforce training opportunities for small, rural businesses
Recognizing that many of Maine's small businesses lack the resources necessary to upgrade the skills of their workforce, the Maine Quality Centers program guidelines were amended to allow the program to work with rural businesses with fewer than eight employees.

A copy of the MCCS Rural Initiative Report may be found in Appendix I4. The results of the Rural Initiative efforts to date are currently being compiled and will be available later this fall.

College Partnerships

Maine's community colleges have a long history of working within their communities and throughout the state as partners with businesses, community organizations and other academic institutions in secondary and higher education. In keeping with the mission of the MCCS as defined in state law, the system and colleges continually engage other partners who share in those goals.

This fall the colleges reported that they had formal partnership agreements with over 650 other organizations, primarily within Maine and with some organizations outside Maine. These agreements are created for a variety of reasons, including articulation agreements to allow students to obtain credit in one institution for academic work done in another, training agreements with employers, and partnerships with community organizations to better serve students and employers.

The colleges identified more than 160 agreements with the secondary and adult education systems and more than 160 with businesses. All of the colleges have agreements with some or all of Maine's universities and private colleges; some have agreements with colleges outside Maine. The colleges have agreements for "clinical sites" to host students as they prepare to enter careers, and, in fact, the colleges report 236 such agreements. And these numbers do not include the many informal arrangements colleges may have as they participate in the work of their communities. An example of the list of partnerships that the colleges have may be found in Appendix I5.

Maine Quality Centers

The Maine Quality Centers program (MQC), an economic development initiative of the MCCC was established by the Legislature in 1994 specifically to create partnerships among the colleges, employers and the MCCC. Its mission is to meet the workforce education and training needs of new and expanding businesses and provide new employment and career advancement opportunities for Maine people. To date, the program has served 221 businesses from every county in Maine, creating 11,932 new jobs. Following are excellent examples of the kind of mutual benefit between the college, employer and the MCCC that these structured partnerships provide.

- *The Jackson Laboratory*

The Jackson Laboratory, a world leader in biomedical research located in Bar Harbor, has partnered with the Maine Community College System to provide employee training funded through the Maine Quality Centers program from 1997 through 2009. Throughout this period of multiple company expansions, 713 employees have been trained under MQC grants.

Eastern Maine Community College in Bangor, Kennebec Valley Community College in Fairfield, and Washington County Community College in Calais have all provided training to the company in areas such as lab animal science, teamwork, computer skills, customer service and supervisory/leadership skills. Curriculum development and career ladder development services were also provided through the grants to support advancement opportunities for Maine workers. As a result of this partnership, Eastern Maine Community College, coordinating with the University of Maine (Orono), created an associate degree in Liberal Studies with a focus in Biology.

- *Disability RMS*

Disability RMS, located in Westbrook, is the nation's leading provider of turnkey disability risk management products and services. The company was recently named by the Portland Regional Chamber of Commerce as the 2009 winner of the Robert R. Masterson Award for Economic Development. Their achievements were also recognized both in 2006 and 2007 when Disability RMS was named the Best Large company to Work for in Maine.

The Maine Community College System has partnered with Disability RMS from 2003 through 2008 to provide employee training funded through grants from the Maine Quality Centers program. Through these grants, Southern Maine Community College in South Portland has trained over 300 employees in subjects including leadership development, critical thinking, customer service, business writing, MS Excel, presentation skills and time management. Disability RMS continues to partner with Southern Maine Community College for fee-for-service employee training, improving the skill sets of Maine people.

- *Surgical Technology Consortiums*

Between 2002 and 2004 the Maine Community College System partnered with several Maine hospitals in four largely rural counties through consortiums to develop and

deliver new Surgical Technology certificate programs with funding from MQC. The credit courses were developed and offered by Eastern Maine Community College and Northern Maine Community College to pre and post-hire employees for Cary Medical Center, Down East Community Hospital, Eastern Maine Medical Center, Maine Coast Memorial Hospital, Mount Desert Hospital, Northern Maine Medical Center, Millinocket Regional Hospital, Penobscot Valley Hospital, and The Aroostook Medical Center. Through the consortiums 19 individuals completed the grant-funded training and both colleges added Surgical Technology programs to their catalogue offerings to meet future needs at area hospitals.

As a result of many, if not all, of the MQC projects delivered throughout Maine, partnerships between the businesses and local community college have continued to thrive over the years. A complete listing of the partnerships referenced above for MQC may be found in Appendix 16. A copy of the most recent progress report on Maine Quality Centers may be found in Appendix 17.

Early College for ME

Early College for ME (ECforME) is a college transition program that serves students who are not on a path to enroll in college after high school yet have the potential to succeed in college. These students, therefore, have significant needs for assistance to prepare for, enter and stay in college. The program is offered in 74 high schools, nearly half the public secondary schools in Maine.

ECforME was created in 2003 as a response to the need to increase the number of students enrolling in college directly from high school so that they could gain the skills required for their own success in rapidly changing and more demanding workplaces and contribute more fully to the State's economic prosperity. Governor Baldacci set a goal of increasing the State's "college-going rate" to 70 percent by 2010. He recognized ECforME as a systemic way to support that goal.

Students are selected as juniors by their high schools to participate in the program and continue receiving program services through their senior year in high school. In addition to providing support and advising, ECforME pays for up to two community college courses for senior participants selected by their high school and provides scholarships of up to \$2,000 to a Maine community college.

During high school, program staff help participants assess their own personal and academic "readiness" for college. From advising students on courses needed to meet the entrance requirements of college programs to assisting them with navigating and completing college admissions and financial aid applications, the staff serve as a support to participating students and their families who often have no personal experience with higher education.

Once in college, scholarship recipients continue to meet with program staff who monitor their progress and provide mentoring to address any questions and challenges a student may have. Staff also work with students so they can become self-sufficient in solving problems.

Scholarship recipients receive \$500 for each semester of college, which can pay for tuition, fees, and other specific college expenses.

Today, ECforME is the largest scholarship program in the Maine Community College System and has demonstrated significant results for its participants when compared with non-participants. Since its inception, more than 3,000 students have received some or all of the program's services. As of the most recent annual progress report, 68% of ECforME students who entered college have been successful in college (still enrolled, graduated or transferred to a four-year college). Between the fall semesters of 2003-04 and 2009-10 academic years the program has awarded college scholarships to 1,078 students and paid for program participants to take 540 college courses while in high school.

Funded through a combination of state and private resources, the program to date has invested more than \$1.5 million dollars. A copy of the program's annual progress report may be found in Appendix 18.

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

The mission of the MCCS, as defined in state law, defines the constituencies served at the most elemental level: citizen-students first and Maine's employers next. That service rests on helping both become successful in a healthy state economy and capable of furthering their higher education through transfer to baccalaureate programs and beyond. This is a broad mission, and, in fact, national reports have been issued expressing concern about the expanding scope of expectations for community colleges. While recognizing this reality, the MCCS has also embraced that role as evidenced by its transition to a comprehensive community college system in 2003.

If the constituents of the MCCS were seen as a pyramid, at the top would be students, followed closely by employers, next by communities, including our own faculty and staff, and, at the foundation, the state itself.

Students

The MCCS takes its obligation to provide a quality education to its students as its primary function. The colleges must regularly demonstrate and meet the accreditation standards of the New England Association of Schools and Colleges. Maine has a lower percentage of its population with higher education credentials and going to college directly after high school than the rest of New England, at a time when the best jobs require higher levels of education. In response to this situation, the MCCS has increased access to college by becoming the low cost option to enter higher education in Maine. Recognizing the financial pressure college can place on students, the MCCS froze tuition for six years. Despite punishing economic times this past year, for 2009-10 Maine has managed to keep the lowest rate of tuition increase in New England. Community colleges are a natural link between the K-12 education system, Maine's universities and Maine Maritime Academy.

In addition to its longstanding service to the nontraditional adult population of students - those who are either displaced from the workforce by a worsening economy or are in transition and looking to upgrade their skills in order to advance their position within their company, or simply those who are returning to the classroom after many years – the MCCC has also created programs to engage secondary schools and their students in making the transition to college more desirable and feasible. Early College for ME provides transition services and financial aid to students whom their schools judge as being capable of succeeding in college but do not plan to attend. On Course for College provides the opportunity for high school juniors and seniors to experience college courses while in high school both as an encouragement to enter college and as a way of decreasing the cost of a college education.

Most important, however, the MCCC has assured that the programs available to students match the needs of employers in Maine and articulate to further education options wherever possible so that students of all ages have the best chance to find careers that can support them and their families when they complete their education.

Employers

Community colleges are known for their responsiveness to the needs of employers and of the changing economy. Our colleges keep close contact with both by engaging people from the industry to serve on program advisory committees. This assures that the realities employers are facing in their industries are translated into the degree and non-credit programs offered by the colleges. Another example of employer support can be found in the Report of the Governor's Community College Advisory Council (2006) which projected an annual shortage of 4,200 workers in the career areas for which 2-year institutions provided skilled workers and offered recommendations for how to fill that gap. In 2008, despite worsening State budgets, the MCCC announced a Rural Initiative in which the MCCC and private partners directed over \$6.5 million to expand programming into rural areas of Maine, both through the off-site centers of the MCCC and through new technology designed to reach even further into underserved areas. This also serves as an excellent example of service to community by the colleges. In addition, The Maine Quality Centers program has helped 221 new and expanding businesses create over 11,000 new jobs in Maine since 1994 by providing customized training through the community colleges.

Communities

The very name of our institution heralds the connection to community for which our colleges are designed. This relationship is clear in our mission, tying our colleges to local and regional economic development. The Rural Initiative arose from a "listening tour" conducted by the President of the MCCC to hear from people in every county what their needs were within MCCC's mission, then taking action to meet them. The result has been the delivery of six health care programs in rural areas starting in 2008-09, and the purchase of technology to increase the availability of program delivery at rural sites. Further, the colleges are active community citizens and have partnerships with many schools, higher education institutions, social service organizations and professional associations to create opportunities for people in their communities to improve their education attainment and careers. In addition, college Presidents and staff serve on numerous boards and committees with their community partners.

State

As already described above, the MCCS has taken an active role in working with State agencies and in promoting the State's agenda to increase college attainment, encourage economic development, suggest solutions to impending problems, and continued to increase enrollment. Ever responsive to the needs of a rapidly changing economy, in the past decade we have seen machine tool programs convert to integrated manufacturing; allied health programs expand to include biotechnology and advanced certificates for Registered Nurses; traditional trade programs collaborate to encompass wind and solar power technologies; and institutions providing technical certificates and degrees redefined as community colleges with strengthened connections to the universities in Maine and baccalaureate degree programs in general.

The fundamental nature of the world in this time is change, and the MCCS will continue to meet the evolving needs of the constituents it exists to serve.

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

Auxiliary enterprises within the MCCS include bookstore and cafeteria/student dining services. Over the course of the past few years, five of the seven colleges have transitioned to privatized cafeteria/student dining services after a review of the costs associated with the services. The transitions, as they have occurred, have been very thoughtful and deliberate because of our unionized employee environment and such changes must occur within the limitations of our union contracts. Presently, Eastern Maine Community College, Kennebec Valley Community College, Northern Maine Community College, Southern Maine Community College and York County Community College outsource food services.

With regard to bookstore operations, only York County Community College outsources its bookstore operation, and has done so since the college was established in the mid 1990s. The other six colleges have historically provided this service to its students on a break-even basis. Again, because in many instances, the individuals working in the bookstores are long term employees of the system, investigations of the cost effectiveness and efficiency of alternative delivery methods are done so being mindful of and within the limitations of our collective bargaining agreements.

A cost savings of a different nature with regard to alternative delivery systems lies within the investments that the MCCS has made over the past decade in distance technology. The shift toward online education has advanced the discussions surrounding the need for strategic investments in technology. Each of Maine's community colleges provides programming online through a variety of means. Courses are available either completely online and/or asynchronously, a combination of online and seat-time delivery. Advances in technology also provide opportunity for students to be in one location and a faculty member being in another location via interactive television. Currently, about 8,400 MCCS students are enrolled in distance learning courses.

The advances in technology are also providing opportunities for employees to attend meetings through the use of interactive television and online LiveMeeting software. These options provide opportunities for the colleges to save precious financial resources, and human resources because travel is minimized, while at the same time allowing for the professional exchange of ideas and information so essential to communications in an organization that traverses a state as vast in area as Maine.

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

The emerging issues the M CCS faces are similar to those it has faced for some time, however, the urgency to address them has gained national momentum as the U.S. struggles to recover from a national economic downturn and defines one of the critical aspects of recovery as increasing the higher education attainment level of our citizens.

Economic and demographic realities

Economic and demographic forces will have a significant and long-lasting impact on all of higher education. For two-year colleges—especially Maine’s community colleges—the effect of these changes is likely to be profound as:

- the national economic crisis has affected everything from the number of jobs available for graduates, to the student loan environment, to the ability of students and parents to pay cost of college;
- the state’s economy continues to shift away from traditional manufacturing and natural resource-based industries and toward a knowledge-based economy;
- Maine’s jobs increasingly require some level of higher education;
- Maine’s population ages, and those already in the workforce find that they must upgrade or retool their skills in order to compete for good-paying jobs with solid benefits; and
- Maine’s high school graduates—especially those who have not traditionally gone to college—look to the community colleges as an affordable, practical means of obtaining job skills or starting on the path to a baccalaureate degree.

All of these forces are likely to continue the increased demand for the programs and services of Maine’s community colleges. It is also likely that many of the students who will turn to the community colleges will require some level of academic or personal support in order to be successful.

Access

Maine's community colleges have been quick to respond to the educational needs of Maine citizens and their communities. The System must continue to listen carefully to these needs in order to ensure that, whenever possible, new barriers do not emerge to keep Maine people from accessing higher education. Tuition costs have been kept as low as possible and scholarship aid provided by the colleges has more than doubled from \$1.3 million in 2002 to \$2.8 million in 2009. Financial need will continue to be a barrier to access.

College readiness

The need for remediation of incoming students is an issue for community colleges across the country. This issue presents a cost to the institutions and to the students who must spend more money and time achieving a college credential. This is a barrier to college completion. As more high school students seek to enroll in the community colleges directly out of high school, as Maine's immigrant and refugee populations continue to grow, and as more individuals come to the community colleges after having been out of the classroom for a number of years, demand—and need—for developmental offerings and academic and personal support services is likely to grow. A recent review of first-time matriculated students enrolled in the MCCS indicated that the most frequently needed developmental courses at each of Maine's community college are in math (44.02%). The percentage of students requiring assistance in reading and writing is far less with 14.03% taking reading courses and 10.08% taking writing. These percentages mirror national data.

The changing needs and expectations of students

While some have forecast that higher education will increasingly be delivered online and that traditional, classroom-based education will gradually lose ground, many others suggest that the most effective teaching and learning models will be those that blend online and face-to-face instruction, offering easier access for those attempting to balance family, jobs, and school, and at the same time, ensuring meaningful interaction between and among students and faculty. The number of colleges offering blended courses as well as online courses and programs is growing rapidly. In short, the work and family pressure experienced by many students, combined with a new generation raised on the convenience and immediacy of technology will continue to have a significant impact on how colleges deliver education. Those forces will result in new and changing student expectations and will also have an impact on how colleges deliver student services—everything from college admissions to the campus bookstore.

Accountability: student retention and success

The current demand for accountability in higher education has been growing since the 1980s, spurred on by the development of K-12 standards and assessment tools and by the rapidly rising costs of higher education. Scott Jaschik wrote in an article in *Inside Higher Education* in November of 2005 entitled "Higher Education 2015: How will the future shake out?" that applies even more today:

[Higher education has experienced fundamental change] over the last few generations—a change colleges have embraced without realizing the full political implications.... That change is the shift away from viewing college as something for “a privileged few” and instead viewing it as something that everyone needs.

The article went on to note that, when viewed as a necessity, higher education comes under much greater scrutiny by policy makers and the public. As Maine’s community colleges grow and become a larger part of the education landscape in Maine, the push for evidence of the colleges’ success will likely continue to increase, and the work already underway on measuring student learning and outcomes will intensify.

Competition in higher education

The continued growth of for-profit educational institutions and online universities means that traditional colleges and universities are being forced to compete for students. This increased competition underscores the need of Maine’s community colleges to continue to understand and respond to student and industry needs, to adapt to changes in technology, and to maintain high standards of quality and accountability.

Growth and adaptation with limited resources

Higher education is likely to continue to face little if any growth in government funding. As a result, the trends outlined in this section will need to be addressed with limited resources. Increasingly, community college presidents, who once were expected to do relatively little fundraising for their institutions, find themselves playing a more central role in that work. This is certainly true in Maine, where the amount of gifts and grants secured by the community colleges has increased from \$665,000 in 2002 to \$9 million in 2009. This need to secure new sources of funding will undoubtedly increase in importance in the coming years, and this trend, like a number of others documented here, illustrates the ongoing need for Maine’s community colleges to be agile, resourceful and responsive to the needs of the communities they serve.

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

No additional requests for information have been received.

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

The MCCS Board of Trustees recently completed an extensive review of the MCCS Policy Manual. The revised manual was adopted in June 2009. The manual, consisting of more than 250 pages, repeatedly cites pertinent laws in order to ensure compliance with, not only federal laws and regulations, but also state laws that govern the MCCS.

The manual is available to all M CCS employees online through the System's internal Intranet. In addition, there are numerous notification requirements which necessitate direct communication with all employees on an annual basis either through the Office of the General Counsel or Office of Human Resources. Examples include Sexual Harassment Brochure; Employee Assistance Information; FERPA Protocols; Health and Safety Notices; Motor Vehicle Procedure; Student Code of Conduct; Conflict of Interest, Copyright, and Freedom of Speech Laws, etc.

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

M CCS employs several means for disseminating information and for managing information that is personally identifiable and/or not personally identifiable. Information is disseminated in a wide variety of manners.

Electronically

The M CCS uses websites and an email network for the purposes of providing and sharing information internal and external to the System. Computer systems and networks are secured by a variety of firewalls, login and password features. The M CCS complies with Maine law with regard to breaches to data security. A copy of the Risk to Personal Data Procedure: Section 215 may be found in Appendix 19. Fortunately, the System has not had to implement this Procedure because no such breaches have occurred. Further, a copy of M CCS Policy 203: Computer Use, which speaks to malicious use of computers, may be found in Appendix 20.

Non-electronically

College catalogues, brochures, pamphlets, fliers, posters and letters are used in order to share information with students, prospective students and the community at large. In addition to internal methods and procedures for dissemination, a requirement of the New England Association of Schools and Colleges, through which the community colleges are accredited, is Standard 10: Public Disclosure. In brief, the standard requires that the colleges present complete, clear and accessible information to students, prospective students, and the community via its publications and website through a coordination of effort across the college to assure consistency, currency and accuracy in all communication mediums.

Requests for Public Information

Maine's Freedom of Access Act ("FOAA") grants a right of public access to certain records and meetings of the M CCS. As such, M CCS has a uniform policy to accommodate requests. It is important for M CCS employees who receive a FOAA request to understand what they can and cannot provide. Both at the System Office and at each college, an employee is designated by the respective president to serve as the FOAA officer for the purpose of reviewing and answering the request. A copy of the M CCS Policy 204: Freedom of Access Act compliance may be found in Appendix 21. To augment the written guidance in the policy, the System's

General Counsel also provides training and ongoing counsel to employees who serve in this capacity to ensure appropriate response to any such requests.

Personally Identifiable Student Information

The MCCC only uses social security numbers for employees and students in those transactions where state or federal law expressly or effectively requires such use for certainty in identity. Otherwise, for students, randomly generated identification numbers are used. In order to protect personally identifiable student information, MCCC complies with state and federal FERPA law. A copy of MCCC Policy 502: Uniform FERPA Notice may be found in Appendix 22.

Records Retention

Paper records which contain confidential and personally identifiable information for employees and students are secured through normal locking and access procedures. Records are kept pursuant to the attached Records Retention Schedule which can be found in Appendix 23.

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

Not applicable to MCCC.

Appendix 1	MCCS Authorizing Legislation – 20-A M.R.S.A. §12701 - §12722
Appendix 2	MCCS Viewbook
Appendix 3	MCCS 2008-2013 Strategic Plan
Appendix 4	MCCS Mission and Vision Statements
Appendix 5	MCCS Organizational Chart
Appendix 6	MCCS Policy 407 – <i>Disability Accommodation</i>
Appendix 7	MCCS Policy 801 – <i>Safety in the Workplace and Learning Environment</i>
Appendix 8	MCCS Policy 201 – <i>Non-Discrimination, Equal Opportunity, Affirmative Action</i>
Appendix 9	MCCS 10-year Financial Summary
Appendix 10	Similar Program Analysis
Appendix 11	Administrative Savings Group Report – January 2008
Appendix 12	Maine Public Higher Education Program Planning Council Guidelines
Appendix 13	New Brunswick Community College Network Compact & 2009 Program List
Appendix 14	MCCS Rural Initiative Report - 2008
Appendix 15	Partnership Lists (CMCC and KVCC)
Appendix 16	Maine Quality Centers Progress Report – Fall 2009
Appendix 17	Maine Quality Centers Annual Report to Legislature – October 2009
Appendix 18	Early College for ME Progress Report – Fall 2009
Appendix 19	MCCS Procedure 215 – <i>Notice of Risk to Personal Data</i>
Appendix 20	MCCS Policy 203 – <i>Computer and Network Use</i>
Appendix 21	MCCS Policy 204 – <i>Freedom of Access Act Compliance</i>
Appendix 22	MCCS Policy 502 – <i>Uniform FERPA Notice</i>
Appendix 23	MCCS Records Retention Schedule

**Maine Revised Statute Title 20-A, Chapter 431:
MAINE COMMUNITY COLLEGE SYSTEM**

Table of Contents

Part 5. POST-SECONDARY EDUCATION.....

Section 12701. DEFINITIONS..... 3

Section 12702. SYSTEM ESTABLISHED..... 3

Section 12703. MISSION AND GOALS..... 4

Section 12704. TASKS..... 4

Section 12705. BOARD OF TRUSTEES..... 5

Section 12706. POWERS AND DUTIES OF THE BOARD OF TRUSTEES..... 7

Section 12707. OCCUPATIONAL INFORMATION (REPEALED)..... 10

Section 12708. PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM..... 11

Section 12709. POWERS AND DUTIES OF THE PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM..... 11

Section 12710. MAINE COMMUNITY COLLEGE SYSTEM OFFICE..... 13

Section 12711. PRESIDENTS OF THE COLLEGES..... 13

Section 12712. POWERS AND DUTIES OF THE PRESIDENTS OF THE COLLEGES..... 13

Section 12713. ADMINISTRATIVE COUNCIL..... 15

Section 12714. NAME AND PROGRAM OF THE COMMUNITY COLLEGES..... 15

Section 12715. ACCREDITATION..... 16

Section 12716. FINANCIAL AID..... 16

Section 12717. INSTRUCTIONAL PROJECTS REVOLVING FUND..... 17

Section 12718. ANNUAL REPORT BY TRUSTEES..... 17

Section 12719. DRIVER EDUCATION (REPEALED)..... 18

Section 12720. REPORT BY SYSTEM PRESIDENT..... 18

Section 12721. DISTRIBUTION OF STRATEGIC PLANS..... 18

Section 12722. DEFINED CONTRIBUTION RETIREMENT PLAN..... 18

20-A §12701. DEFINITIONS

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings. [1985, c. 695, §11 (NEW).]

1. Administrative council. "Administrative council" means the administrative council of the system as established in section 12713.

[1985, c. 695, §11 (NEW) .]

2. Board of trustees. "Board of trustees" means the board of trustees of the system.

[1985, c. 695, §11 (NEW) .]

3. President. "President" means the president of a community college.

[1989, c. 443, §32 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

4. President of the system. "President of the system" means the President of the Maine Community College System.

[1989, c. 878, Pt. I, §1 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

5. College. "College" means a community college as established in section 12714.

[1989, c. 443, §32 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

6. System. "System" means the Maine Community College System.

[1989, c. 443, §32 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

7. Maine Community College System Office. "Maine Community College System Office" means the office of the president of the system, together with the offices of supporting staff, as established in section 12710.

[1989, c. 878, Pt. I, §2 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 532, §1 (AMD). 1989, c. 443, §§32,33 (AMD). 1989, c. 878, §§11,2 (AMD). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF).

20-A §12702. SYSTEM ESTABLISHED

There is established the Maine Community College System which shall be 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. The system shall consist of

the board of trustees, the Community College Support Office and the community colleges. [1989, c. 443, §34 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §34 (AMD). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF) .

20-A §12703. MISSION AND GOALS

The basic mission of the Maine Community College System is to provide associate degree, diploma and certificate programs directed at the educational, occupational and technical needs of the State's citizens and the workforce needs of the State's employers. [1989, c. 443, §35 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

The primary goals of post-secondary vocational-technical education and the Maine Community College System are to create an educated, skilled and adaptable labor force which is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development. [1989, c. 443, §35 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §35 (AMD). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF) .

20-A §12704. TASKS

The tasks of the system shall include, but not be limited to: [1985, c. 695, §11 (NEW) .]

1. Long-term and short-term training. Providing, in close cooperation with the private sector, both the long-term education and training required for certain vocational and technical occupations, including occupational health and safety aspects of those occupations, and the short-term training necessary to meet specific private sector and economic development needs;

[1991, c. 615, Pt. A, §1 (AMD) .]

2. Statewide and regional planning and coordination. Coordinating, on a statewide and regional basis, the planning and operation of the post-secondary career and technical education programs offered by the institutes with the planning and operation of:

A. The college and university programs offered by the several other institutions of higher learning in the State; [1985, c. 695, §11 (NEW) .]

B. The adult, continuing and community education programs overseen by the Department of Education, Division of Adult and Community Education, or its successor; [1989, c. 700, Pt. A, §66 (AMD) .]

C. The secondary occupational and career and technical education programs overseen by the Department of Education, Division of Career and Technical Education, or its successor; [1991, c. 716, §§3, 6 (AMD); 2003, c. 545, §§3, 6 (REV) .]

D. The employment and training programs funded under the federal Workforce Investment Act of 1998, Public Law 105-220, or its successor, and overseen by the Department of Labor, Bureau of Employment Services, or its successor; and [2003, c. 114, §3 (AMD) .]

E. The economic development programs overseen by the Department of Economic and Community Development, or its successor, and other economic development programs and agencies throughout the State; [1987, c. 534, Pt. B, §§11, 23 (AMD).]

[2003, c. 2, §69 (COR) .]

3. Job skills and flexibility. Providing each college student with the opportunity to obtain job skills and an understanding of how to adapt these skills to the requirements of an evolving technology and a changing economy;

[1989, c. 443, §36 (AMD) .]

4. General and related education. Offering each college student a general education designed to complement specific vocational and technical skills and offering courses and curricula designed to teach students to think clearly, logically and analytically and to comprehend the multiple dimensions and facets of public and private issues and problems;

[1989, c. 443, §36 (AMD) .]

5. Adult training and retraining. Providing supplementary education programs designed to upgrade the skills of persons already employed or retrain persons for new employment opportunities;

[1985, c. 695, §11 (NEW) .]

6. Special training and education. Provide, directly or through contractual or other arrangements, remedial and special training and education programs for disadvantaged and handicapped persons, designed to enable them to make maximum use of their aptitudes and abilities and achieve meaningful employment and economic self-sufficiency; and

[1985, c. 695, §11 (NEW) .]

7. Temporary Assistance for Needy Families Program. In cooperation with the Department of Health and Human Services, Division of Welfare Employment, provide, directly or through contractual or other arrangements, preparatory, educational and training programs for recipients of Temporary Assistance for Needy Families, designed to enable them to achieve meaningful employment and economic self-sufficiency.

[1985, c. 695, §11 (NEW); 1997, c. 530, Pt. A, §34 (AMD); 2003, c. 689, Pt. B, §6 (REV) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 534, §§B11,B23 (AMD). 1989, c. 443, §36 (AMD). 1989, c. 700, §A66 (AMD). 1991, c. 615, §A1 (AMD). 1991, c. 716, §§3,6 (AMD). 1995, c. 560, §G5 (AMD). 1995, c. 560, §G29 (AFF). 1997, c. 530, §A34 (AMD). 2003, c. 114, §3 (AMD). RR 2003, c. 2, §69 (COR). 2003, c. 545, §§3,6 (REV). 2003, c. 689, §B6 (REV).

20-A §12705. BOARD OF TRUSTEES

The board of trustees is the policy-making authority of the system. [1991, c. 140, §1 (AMD) .]

1. Membership. The board of trustees consists of 13 appointed voting members, one ex officio voting member and 1 ex officio, nonvoting member as follows:

A. [1991, c. 140, §2 (RP) .]

B. [1991, c. 140, §2 (RP).]

C. Twelve from the field of business and industry, the field of labor, the field of education and the general public; [1993, c. 111, §1 (AMD).]

D. The Commissioner of Education, or the commissioner's successor, who serves as an ex officio voting member; [1995, c. 688, §11 (AMD).]

E. [2005, c. 425, §25 (RP).]

F. The Commissioner of Labor, or the commissioner's successor, who serves as an ex officio nonvoting member; and [1995, c. 688, §11 (AMD).]

G. One member who is from the student body of one of the community college campuses at the time of appointment and who is a permanent resident of the State. To be eligible for appointment as a student member, a student must be enrolled for a minimum of 12 credit hours per semester.

The student member is a full voting member of the board of trustees and serves for a 2-year term and until a successor is qualified. By January 1st of every 2nd year, the president of the system shall solicit a list of 6 eligible students from the student governments from 6 of the campuses within the Maine Community College System, the 7th campus being excluded in accordance with this subsection. The Governor shall then nominate a student trustee chosen from the list within 30 days of receiving the list of names. The nomination is subject to review by the joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Legislature. The student trustee may not come from the same campus in any 2 consecutive terms. In the event that the student trustee transfers from one campus to another during the student's term of appointment, the student's original campus of enrollment is the campus excluded when the next student trustee is appointed. [1995, c. 688, §11 (AMD); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF).]

[2005, c. 425, §25 (AMD) .]

2. Appointment; terms. Members of the board of trustees are appointed by the Governor to 4-year terms of office, subject to review by the joint standing committee of the Legislature having jurisdiction over education and to confirmation by the Legislature. In appointing members to the board, the Governor shall give proper consideration to achieving statewide geographical representation and gender equity. No classified or unclassified employee of the State or person who holds elected state office may serve on the board of trustees, with the exception of the ex officio members.

[1991, c. 140, §3 (AMD) .]

3. Vacancies. Vacancies on the board of trustees shall be filled for the unexpired term only. A member shall serve until a successor has been appointed and qualified.

[1985, c. 695, §11 (NEW) .]

4. Compensation. Members shall be compensated for their expenses according to Title 5, chapter 379.

[1985, c. 695, §11 (NEW) .]

5. Chairman. From among the appointed members, the board of trustees shall elect a chairman and a vice-chairman. The terms for the chairman and vice-chairman shall be established in the bylaws adopted by the board of trustees.

[1985, c. 695, §11 (NEW) .]

6. Meetings. The board of trustees shall meet at least 6 times each year and at the call of the chair or at the request of a majority of the members.

[1991, c. 376, §32 (AMD) .]

7. Quorum. A quorum consists of a majority of the voting members of the board of trustees. No action may be taken without the affirmative vote of a majority of the members present and voting.

[1995, c. 688, §12 (AMD) .]

8. Secretary. The president of the system shall serve as the secretary of the board of trustees.

[1989, c. 878, Pt. I, §3 (AMD) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 402, §A126 (AMD). 1987, c. 532, §2 (AMD). 1987, c. 534, §§B12,B23 (AMD). 1987, c. 693, (AMD). 1987, c. 769, §A63 (AMD). 1989, c. 502, §A62 (AMD). 1989, c. 700, §A67 (AMD). 1989, c. 878, §I3 (AMD). 1991, c. 20, §1 (AMD). 1991, c. 140, §§1-3 (AMD). 1991, c. 376, §32 (AMD). 1991, c. 20, §2 (AFF). 1993, c. 111, §1 (AMD). 1995, c. 688, §§11,12 (AMD). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF). 2005, c. 425, §25 (AMD).

20-A §12706. POWERS AND DUTIES OF THE BOARD OF TRUSTEES

The powers and duties of the board of trustees shall include the following: [1985, c. 695, §11 (NEW) .]

1. Policies. To develop and adopt policies for the operation of the system, the Maine Community College System Office and the colleges; establish the administrative council; and approve programs and policies recommended by the president of the system and the administrative council;

[1989, c. 878, Pt. I, §4 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

2. Administration. To oversee the administration of the system;

[1985, c. 695, §11 (NEW) .]

3. Bylaws and seal. To develop and adopt bylaws for the regulation of its affairs and the conduct of its business and develop and adopt an official seal and alter it as necessary or convenient;

[1985, c. 695, §11 (NEW) .]

4. Budget development. To prepare and adopt a biennial, line-category, operating budget for presentation to the Governor and the Legislature, incorporating all projected expenditures and all resources expected or proposed to be made available to fund the operations of the system. The budget is to be used in support of any requests to the Legislature for General Fund appropriations that the board of trustees may deem appropriate and necessary to supplement other resources available to the system and shall also serve as the foundation for an annual fiscal management plan for the system;

[1985, c. 695, §11 (NEW) .]

4-A. Public improvements budgetary submission. To prepare and adopt a biennial capital improvements budget for presentation to the Governor and the Legislature, incorporating all projected expenditures and all resources expected or proposed to be made available to fund public improvements, as defined by Title 5, section 1741, for the system. In accordance with Title 5, section 1665, subsection 5 and Title 5, section 1742-C, subsection 3, the system's public improvements budget must be developed with the advice and assistance of the Bureau of Public Improvements and must represent the capital improvement priorities within the system;

[1991, c. 376, §33 (NEW) .]

5. Fiscal management. To receive, expend, allocate and transfer funds within the system, as necessary to fulfill the purposes of this chapter, in accordance with the biennial, line-category, operating budget;

[1991, c. 376, §34 (AMD) .]

6. Loans and grants. To receive and accept, from any source, loans, aid or contributions of money, property, labor or other things of value to be held, used or applied to carry out the purposes of this chapter, subject to the conditions upon which the loans, grants and contributions may be made, including, but not limited to, loans, grants or gifts from any federal agency or governmental subdivision or the State and its agencies;

[1985, c. 695, §11 (NEW) .]

7. Fees and charges. To establish and collect room and board fees and tuition and to set policies relating to other charges, including fees for the reasonable use of the colleges' facilities by others, as determined necessary by the board of trustees for the efficient administration of this chapter, to be credited to a separate fund and used for the purposes of this chapter;

[1991, c. 376, §35 (AMD) .]

8. Investments. Except as otherwise provided in this chapter, to invest any funds not needed for immediate use, including any funds held in reserve, in property and securities in which fiduciaries in the State may legally invest funds;

[1985, c. 695, §11 (NEW) .]

9. Contracts and agreements. To enter into any contracts, leases and agreements and any other instruments and arrangements that are necessary, incidental or convenient to the performance of its duties and the execution of its powers under this chapter;

[1985, c. 695, §11 (NEW) .]

10. Legal affairs. To sue and be sued in its own name. Services of process in any action shall be made by service upon the president of the system, either in hand or by leaving a copy of the process at the Maine Community College System Office;

[1989, c. 878, Pt. I, §5 (AMD); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF) .]

11. Personnel policies. To develop and adopt personnel policies and procedures for the system. The board of trustees, subject to applicable collective bargaining agreements, shall determine the qualifications, duties and compensation of its employees and shall allocate and transfer personnel within the system as necessary to fulfill the purposes of this chapter. The board of trustees shall appoint the president of the system

and the presidents of the colleges. The provisions of the Civil Service Law, as defined by Title 5, section 7039, do not apply to the system, except that the same protections for personnel records provided in Title 5, section 7070 to state employees apply to the personnel records of system employees;

[2007, c. 67, §2 (AMD) .]

12. Purchasing. To acquire consumable supplies, materials and incidental services, through cash purchase, sole-source purchase orders, bids or contract, as necessary or convenient to fulfill the purposes of this chapter;

[1985, c. 695, §11 (NEW) .]

13. Property management. To acquire by purchase, gift, lease or rent any property, lands, buildings, structures, facilities or equipment necessary to fulfill the purposes of this chapter. The board of trustees shall manage, rent, lease, sell and dispose of property, including lands, buildings, structures, equipment and facilities, and license dormitory rooms for occupancy by students. The purchase and installation of faucets, shower heads, toilets and urinals is subject to Title 5, section 1762-A. If the board of trustees proposes to sell or permanently transfer any interest in real estate, the transaction must be approved by the Legislature before the interest is transferred. Any revenues derived from these uses are to be credited to a separate fund to be used for the purposes of this chapter. Notwithstanding any other provision of law, the board of trustees may grant or otherwise transfer utility easements without legislative approval;

[2007, c. 67, §3 (AMD) .]

14. Facilities management; construction and renovation. To authorize the construction, maintenance, renovation, reconstruction or other necessary improvements of buildings, structures and facilities;

[1985, c. 695, §11 (NEW) .]

15. Courses of study and degrees. To offer courses of study, grant diplomas and certificates on completion of courses of study, confer associate degrees based on 2 years of instruction and establish qualifications for admission; to offer short-term and on-site training, to meet the needs of the private and public sectors and economic development and employment training programs; and to offer adult education and continuing educational opportunities to meet the needs of nontraditional students and of adults who need training or retraining in response to changes in technology or the needs of the economy;

[1985, c. 695, §11 (NEW) .]

16. Employment training coordination.

[1991, c. 376, §37 (RP) .]

17. Apprenticeship education.

[1997, c. 522, §1 (RP) .]

18. Delegation; other powers. To delegate duties and responsibilities as necessary for the efficient operation of this chapter and to do any other acts or things necessary or convenient to carry out the powers expressly granted or reasonably implied in this chapter;

[2001, c. 590, §1 (AMD) .]

19. Advisory committees. To appoint or identify advisory committees to advise the board of trustees with respect to career and technical education and training policies and programs, to procedures for modifying the programs of the colleges to meet the needs of the State's economy and the changing job market and to the

efficient operation of the colleges and the Maine Community College System Office. These committees may include, but need not be limited to, the Maine Council on Vocational Education, authorized under the United States Carl D. Perkins Vocational Education Act, Section 112, Public Law 98-524, or its successor; and

[2001, c. 590, §2 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF); 2005, c. 397, Pt. D, §3 (REV) .]

20. Debt. To borrow funds, issue bonds and negotiate notes and other evidences of indebtedness or obligations of the system for renovation, public improvements, land acquisition and construction purposes to pay for costs as defined in Title 22, section 2053, subsection 3. The board of trustees may issue temporary notes and renewal notes to pay for those costs. Bonds, notes or other evidences of indebtedness or obligations of the system are legal obligations of the system on behalf of the State and are payable solely from the system's revenues and other sources of funds, including funds obtained pursuant to Title 22, section 2053, subsection 4-B, paragraph A. These borrowings by the system do not constitute debts or liabilities of, and are not includable in, any debt obligation of the State. The board of trustees has the discretion to fix the date, maturities, denomination, interest rate, place of payment, form and other details of the bonds or notes of the system. Unless otherwise provided in the vote authorizing their issuance, bonds or notes of the system must be signed by the president of the system and countersigned by the chair of the board of trustees. The aggregate principal amount of outstanding bonds, notes or other evidences of indebtedness of the system may not exceed \$35,000,000 at any one time, excluding temporary notes and renewal notes. The bonds may be issued through the Maine Health and Higher Education Facilities Authority. The board of trustees may pledge or assign its revenues, including any funds that have been or may be appropriated to the system, and the proceeds of those revenues and its other property as security toward its bonds, notes, other evidences of indebtedness or other obligations of the system. The proceeds of bonds, notes or other evidences of indebtedness may be invested in accordance with subsection 8. Bonds, notes and other evidences of indebtedness issued under this subsection are not debts of the State, nor a pledge of the credit of the State, but are payable solely from the funds of the system. Indebtedness incurred and evidences of indebtedness issued under this chapter constitute a proper public purpose, and all income derived is exempt from taxation in the State. The net earnings of the system may not inure to the benefit of any private person, and no borrowing may be effected pursuant to this chapter unless the amount of the borrowing and the project or projects are submitted to the Office of Fiscal and Program Review for review by the joint standing committee of the Legislature having jurisdiction over appropriations and financial affairs at least 60 days before closing on such borrowing for the project or projects is to be initiated.

[2001, c. 590, §3 (NEW) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 402, §A127 (AMD). 1987, c. 532, §3 (AMD). 1989, c. 443, §§37-39 (AMD). 1989, c. 761, (AMD). 1989, c. 878, §§14-6 (AMD). 1991, c. 246, §10 (AMD). 1991, c. 376, §§33-37 (AMD). 1995, c. 96, §1 (AMD). 1997, c. 522, §1 (AMD). 2001, c. 590, §§1-3 (AMD). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF). 2005, c. 397, §D3 (REV). 2007, c. 67, §§2, 3 (AMD).

20-A §12707. OCCUPATIONAL INFORMATION

(REPEALED)

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §40 (AMD). 1991, c. 716, §7 (AMD). 1997, c. 410, §4 (RP).

20-A §12708. PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM

The board of trustees shall appoint the president of the system who must be qualified by education and experience and shall serve at the pleasure of the board of trustees. [1989, c. 878, Pt. I, §7 (AMD) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 878, §17 (AMD). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF) .

20-A §12709. POWERS AND DUTIES OF THE PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM

The president of the system shall implement the policies of the board of trustees and be responsible for the operation of the system. The powers and duties of the president of the system include: [1989, c. 878, Pt. I, §8 (AMD) .]

1. Leadership. To develop policies, goals and objectives with respect to the operation of the colleges, to be reviewed and, when necessary, approved by the board of trustees. The president of the system shall meet regularly with the administrative council to develop these policies and goals;

[1991, c. 376, §38 (AMD) .]

2. Maine Community College System Office staff appointment. Under procedures and standards developed by the board of trustees, to appoint the staff of the Maine Community College System Office, including professional and nonprofessional personnel and including, but not limited to, private legal counsel and financial experts;

[1989, c. 443, §42 (AMD); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF) .]

3. Nomination of presidents. To nominate the presidents for appointment by the board of trustees;

[1989, c. 443, §43 (AMD) .]

4. Staff oversight. To oversee the staff of the Maine Community College System Office and the presidents of the colleges;

[1989, c. 443, §44 (AMD); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF) .]

5. Personnel evaluation. Under policies and standards developed by the board of trustees, to evaluate the performance of the Maine Community College System Office staff and of the presidents of the colleges and to make personnel recommendations to the board of trustees;

[1989, c. 443, §44 (AMD); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF) .]

6. Perkins allocations. As the representative of the board of trustees, to meet and confer with representatives of the State Board of Education regarding the distribution or allocation of federal money for career and technical education in the State under the United States Carl D. Perkins Vocational Education Act, Public Law 98-524, or its successor, and report the results to the board of trustees;

[1985, c. 695, §11 (NEW); 2005, c. 397, Pt. D, §3 (REV) .]

7. Budget preparation. To assist the board of trustees in the preparation of the biennial operating budget for the system, as provided in section 12706, subsection 4;

[1985, c. 695, §11 (NEW) .]

8. Accounting system and procedures. To provide for an accounting system and procedures that reflect and identify all appropriations, allocations, income and revenues and all expenditures of each college and the Maine Community College System Office;

[1989, c. 878, Pt. I, §8 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

9. Long-range planning and research. In cooperation with the administrative council, to undertake long-range planning and research, including planning for construction, renovation and reconstruction projects and report findings and recommendations to the board of trustees;

[1985, c. 695, §11 (NEW) .]

10. Intercampus cooperation and coordination. To promote cooperation among the community colleges and prepare plans for approval by the board of trustees with respect to the coordination of programs, activities and personnel;

[1989, c. 443, §45 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

11. Interagency cooperation and communication. To promote cooperation and communication with the Department of Education and the Bureau of Employment Services, or their successors, with the University of Maine System and with other public and private educational and training institutions;

[1995, c. 560, Pt. G, §6 (AMD); 1995, c. 560, Pt. G, §29 (AFF) .]

12. Coordination with the public sector. To work closely with other state and local agencies that have an impact upon career and technical education, to promote consistent and coordinated policies, procedures and programs;

[1985, c. 695, §11 (NEW); 2005, c. 397, Pt. D, §3 (REV) .]

13. Coordination with the private sector. To work closely with the private sector in order to ensure that the colleges respond expeditiously to the needs of the private sector and the State's economy, particularly with respect to changing technology, industries and job training needs;

[1989, c. 443, §45 (AMD) .]

14. Delegated duties. To undertake other duties as delegated by the board of trustees;

[1985, c. 695, §11 (NEW) .]

15. Delegate responsibility. To delegate duties and responsibilities as necessary to administer this chapter; and

[1985, c. 695, §11 (NEW) .]

16. Fulfillment of mission and goals. To implement the mission and goals set forth in section 12703.

[1987, c. 695, §11 (NEW) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 402, §A128 (AMD). 1987, c. 532, §4 (AMD). 1989, c. 443, §§41-45 (AMD). 1989, c. 700, §A68 (AMD). 1989, c. 878, §I8 (AMD). 1991, c. 376, §38 (AMD). 1995, c. 560, §G6 (AMD). 1995, c. 560, §G29 (AFF). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF). 2005, c. 397, §D3 (REV).

20-A §12710. MAINE COMMUNITY COLLEGE SYSTEM OFFICE

The Maine Community College System Office shall implement the policies of the board of trustees and shall provide staff and technical assistance to each college and state-level coordination and leadership to the system. [1989, c. 443, §46 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF).]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 532, §5 (AMD). 1989, c. 443, §46 (AMD). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF).

20-A §12711. PRESIDENTS OF THE COLLEGES

The president of the system shall nominate the presidents for appointment by the board of trustees. The presidents must be qualified by education and experience and shall serve at the pleasure of the board of trustees. [1989, c. 443, §47 (AMD); 1989, c. 878, Pt. I, §9 (AMD).]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §47 (AMD). 1989, c. 878, §I9 (AMD).

20-A §12712. POWERS AND DUTIES OF THE PRESIDENTS OF THE COLLEGES

The presidents shall implement the policies of the board of trustees and be responsible for the day-to-day operation of the colleges. The powers and duties of the presidents shall include the following. [1989, c. 443, §48 (AMD).]

1. Administration of the colleges. The presidents are responsible for the administration of the colleges. The presidents shall cooperate to provide career and technical education and training that best meets the needs of students, the private sector and the changing economy of the State. The presidents shall administer the colleges in a manner consistent with the mission and goals set forth in section 12703.

[2003, c. 2, §70 (COR) .]

2. College staff appointment. Under procedures and standards developed by the board of trustees, the presidents shall appoint vice-presidents, deans, directors of finance and the faculty and staff of the colleges, including professional and nonprofessional personnel.

[1991, c. 376, §39 (AMD) .]

3. Nomination of vice-presidents.

[1991, c. 376, §40 (RP) .]

4. Staff oversight. The presidents shall oversee the administrators, faculty and staff of the colleges.

[1989, c. 443, §48 (AMD) .]

5. Personnel evaluation. Under policies and standards developed by the board of trustees, the presidents shall evaluate the performance of the administrators, faculty and staff of the colleges and make personnel recommendations to the president of the system and the board of trustees.

[1989, c. 443, §48 (AMD); 1989, c. 878, Pt. I, §10 (AMD) .]

6. Assist in preparation of the budget. The presidents shall assist the board of trustees and the president of the system in the preparation of the budget for the system. Each president shall prepare a proposed line-item budget for the college that each president represents. A copy of the proposed budget of each college must be provided to the board of trustees and the president of the system for their examination. Nothing in this subsection may be construed to mean that the presidents have approval authority for the budgets of the colleges.

[1989, c. 443, §48 (AMD); 1989, c. 878, Pt. I, §10 (AMD) .]

7. Appointment of police officers. The presidents may appoint persons to act as police officers who, while within the limits of the property owned by or under control of the colleges, possess all the powers of police officers in criminal cases.

A. Each president may make rules for the control, movement and parking of vehicles within the limits of the property owned by or under the control of the college. These rules may include special provisions for employees of the system and college students. A president's rule has the same force and effect as a municipal ordinance. District courts may impose governing penalties and fines, and a college may impose appropriate discipline, for each violation of these rules. [2007, c. 67, §4 (AMD) .]

B. Each president may adopt the provisions of Title 30-A, section 3009, subsection 1, paragraph C, relating to prima facie evidence and the establishment of a waiver of court action by payment of specified fees. [1991, c. 376, §41 (AMD) .]

[2007, c. 67, §4 (AMD) .]

8. Advisory committees. Each president shall appoint advisory committees to advise on the development and operation of the educational programs at the colleges.

[1989, c. 443, §48 (AMD) .]

9. Delegated duties. Each president shall undertake other duties as delegated by the board of trustees and the president of the system.

[1989, c. 443, §48 (AMD); 1989, c. 878, Pt. I, §10 (AMD) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 737, §§C56,C106 (AMD). 1989, c. 6, (AMD). 1989, c. 9, §2 (AMD). 1989, c. 104, §§C8,C10 (AMD). 1989, c. 443, §48 (AMD). 1989, c. 878, §110 (AMD). 1991, c. 376, §§39-41 (AMD). 1991, c. 716, §7 (AMD). RR 2003, c. 2, §70 (COR). 2007, c. 67, §4 (AMD) .

20-A §12713. ADMINISTRATIVE COUNCIL

The administrative council shall be a nonvoting, advisory council composed of the presidents of the colleges to advise the board of trustees and the president of the system. The administrative council shall advise the president of the system in the performance of the duties assigned under this chapter and shall make recommendations to the president of the system and the board of trustees with respect to the administration of the colleges, courses of study, educational programs, curricula, coordination of programs between the colleges, coordination with other institutions of higher learning and other educational and training institutions and other matters as requested by the president of the system or the board of trustees. [1989, c. 443, §49 (AMD); 1989, c. 878, Pt. I, §11 (AMD).]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §49 (AMD). 1989, c. 878, §11 (AMD).

20-A §12714. NAME AND PROGRAM OF THE COMMUNITY COLLEGES

The program of the community colleges shall be designed to educate, train and prepare high school graduates, or the equivalent, for possible employment as technicians or technologists, including health technicians and technologists, engineering assistants, business and office administrators or workers, mechanics or repairers, craft workers, construction workers or precision production workers or other skilled workers, in accordance with the mission and goals set forth in section 12703. Unless and until the board of trustees deems it necessary to adopt other nomenclature to fulfill the purposes of this chapter, the names of the colleges shall be: [1989, c. 443, §50 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF).]

1. Central Maine. Central Maine Community College;

[1989, c. 443, §50 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

2. Eastern Maine. Eastern Maine Community College;

[1989, c. 443, §50 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

3. Kennebec Valley. Kennebec Valley Community College;

[1989, c. 443, §50 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

4. Northern Maine. Northern Maine Community College;

[1989, c. 443, §50 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

5. Southern Maine. Southern Maine Community College;

[1993, c. 707, Pt. O, §1 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

6. Washington County. Washington County Community College; and

[1993, c. 707, Pt. O, §1 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

7. York County. York County Community College.

[1993, c. 707, Pt. O, §2 (NEW); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §50 (AMD). 1993, c. 707, §§01,2 (AMD). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF).

20-A §12715. ACCREDITATION

The colleges may seek and maintain membership in the appropriate regional accrediting association and shall strive to satisfy the requirements necessary to achieve and maintain accreditation as community colleges and to meet the requirements necessary to receive federal aid. Whenever feasible and appropriate, programs of study offered by the colleges shall meet the requirements of the corresponding occupations for licensing, certification or registration. As provided in Title 32, college graduates with appropriate training and experience shall be eligible for licensure as journeyman workers in certain specified occupations upon passage of the journeyman's examination. [1989, c. 443, §51 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF).]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §51 (AMD). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF).

20-A §12716. FINANCIAL AID

1. State scholarships. The board of trustees shall develop and administer a program of scholarships for college students. Awards shall be based on evidence of individual need and worth.

Students selected to receive a scholarship shall fulfill the following qualifications:

- A. Show evidence of the qualifications necessary to complete a course of study successfully and to become a competent technical or craft worker in an industrial, administrative or trade pursuit; [1985, c. 695, §11 (NEW) .]
- B. Show demonstrated ability and willingness to support the expenses of education and training; and [1985, c. 695, §11 (NEW) .]
- C. Show demonstrated need of financial assistance to help pay the cost of college attendance. [1989, c. 443, §52 (AMD) .]

[1989, c. 443, §52 (AMD) .]

2. National Guard Scholarship Program. Members of the Maine National Guard with over 10 years of continuous service may be awarded scholarships on the basis of their guard membership, not to exceed 3 credit hours or the equivalent each semester. The guard shall select those who are to receive scholarships from among those members eligible for admission to a college. The program shall be administered by the board of trustees.

[1989, c. 443, §52 (AMD) .]

3. Loan fund revolving accounts. In compliance with federal regulations, the board of trustees may establish and administer loan fund revolving accounts to provide effective and efficient student loan programs for the colleges. The board of trustees shall adopt rules governing the giving of loans to college students in need of financial aid, repayment plans and other aspects of the loan programs. Each loan fund revolving

account authorized and the specific funds associated with it shall be kept in a separate special account and any repayment of loans made from one of these separate special accounts shall be credited to that separate special account for continued use as a loan fund.

[1989, c. 443, §52 (AMD) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §52 (AMD).

20-A §12717. INSTRUCTIONAL PROJECTS REVOLVING FUND

The board of trustees shall establish and administer an Instructional Projects Revolving Fund to aid instruction at the colleges. The fund shall be used to pay necessary costs of projects which are carried out as part of the instructional program. No project may be undertaken unless the fund contains enough money to cover its proposed budget. All money generated through the operation of any project shall be placed into the fund for use in other instructional projects. [1989, c. 443, §53 (AMD) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §53 (AMD).

20-A §12718. ANNUAL REPORT BY TRUSTEES

The board of trustees shall prepare an annual report by January 1st of each year, to be submitted to the Governor and joint standing committees of the Legislature having jurisdiction over education and over appropriations and financial affairs. This report must include: [1991, c. 376, §42 (AMD) .]

1. Budget expenditures. Budget expenditures for the last complete fiscal year and projected expenditures for the fiscal year in which the report is submitted;

[1985, c. 695, §11 (NEW) .]

2. Current enrollments. Current enrollments by program at each college;

[1989, c. 443, §54 (AMD) .]

3. Description of new courses or curricula. A description of any new college courses or curricula;

[1989, c. 443, §54 (AMD) .]

4. Description of activities. A description of activities undertaken to coordinate postsecondary career and technical training and education throughout the State with secondary career and technical education, adult career and technical education, employment training programs, other employment-related training and other institutions of higher learning;

[1991, c. 376, §42 (AMD); 2005, c. 397, Pt. D, §3 (REV) .]

5. Analysis.

[1991, c. 376, §42 (RP) .]

6. List. A list of needs, in order of priority, of the colleges; and

[1989, c. 443, §54 (AMD) .]

7. Other information. Any other information deemed significant by the board of trustees.

[1985, c. 695, §11 (NEW) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1989, c. 443, §54 (AMD). 1991, c. 376, §42 (AMD). 2005, c. 397, §D3 (REV).

20-A §12719. DRIVER EDUCATION

(REPEALED)

SECTION HISTORY

1989, c. 179, §3 (NEW). 1991, c. 376, §43 (RP).

20-A §12720. REPORT BY SYSTEM PRESIDENT

The President of the Senate and the Speaker of the House of Representatives may invite the system president to appear in January of each year before a joint session of the Legislature to address the Legislature on the status of the system and such other matters as the system president desires to bring to the attention of the Legislature. [1991, c. 376, §44 (NEW) .]

SECTION HISTORY

1991, c. 376, §44 (NEW) .

20-A §12721. DISTRIBUTION OF STRATEGIC PLANS

Upon the development of any system-wide strategic planning document that has been approved by the board of trustees, the system shall distribute copies of that plan to each member of the Legislature. [1991, c. 376, §44 (NEW) .]

SECTION HISTORY

1991, c. 376, §44 (NEW) .

20-A §12722. DEFINED CONTRIBUTION RETIREMENT PLAN

1. Eligibility; plan contents. Subject to applicable bargaining agreements, the board of trustees may authorize persons employed in the faculty and instructors and the administrative staff bargaining units to participate in a defined contribution retirement plan offered by the board of trustees instead of any plan offered by the Maine Public Employees Retirement System. The defined contribution retirement plan must include the requirement that any disbursement of the accumulated assets in a person's defined contribution plan account or accounts must include pay out of at least 40% of the assets as a life annuity. The defined contributions retirement plan must also offer an option providing a life annuity pay out to a surviving spouse.

[1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV) .]

2. Election periods. Election to participate in either the defined contribution plan authorized in subsection 1 or any plan offered by the Maine Public Employees Retirement System must be as follows.

A. An eligible person who is employed by the system, its colleges or subsidiaries on August 31, 1998 or on the last day of the month in which authorization pursuant to subsection 1 occurs, whichever is later, may make a one-time irrevocable election to participate in the defined contribution plan offered by the board of trustees instead of any plan offered by the Maine Public Employees Retirement System. Any information regarding an employee's membership in the Maine Public Employees Retirement System

that is needed for this election must be requested from the Maine Public Employees Retirement System by an eligible person no later than November 30, 1998 or 90 days following the date of authorization pursuant to subsection 1, whichever is later, except that an eligible person may decline in writing to the employing institution to request information from the Maine Public Employees Retirement System pursuant to this subsection. An eligible person who chooses to make an election pursuant to this subsection shall make that election in writing no later than 90 days following the mailing by the Maine Public Employees Retirement System to that person of the requested membership information or the date the eligible person declines in writing to request the information and shall file notice of that election with the administrative officer of the employing institution. The employing institution shall notify the Maine Public Employees Retirement System of the election in accordance with procedures established by the Executive Director of the Maine Public Employees Retirement System. This notification must specify the date on which the person's participation in the defined contribution plan is effective. [1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV).]

B. An eligible person who is first employed by the system, its colleges or subsidiaries on or after September 1, 1998 or after the date of authorization pursuant to subsection 1, whichever is later, is considered to be a participant in the defined contribution plan offered by the board of trustees unless that person makes a one-time irrevocable election to participate in the Maine Public Employees Retirement System. The election must be made in writing no later than 30 days after the date of hire in an eligible position or November 30, 1998, whichever is later, and notice of the election must be filed with the administrative officer of the employing institution. The employing institution shall notify the Maine Public Employees Retirement System of the election in accordance with procedures established by the Executive Director of the Maine Public Employees Retirement System. Participation in the Maine Public Employees Retirement System pursuant to an election under this paragraph is effective as of the date of hire, and the system shall remit all required contributions to the Maine Public Employees Retirement System retroactive to the date of hire. [1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV).]

[1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV) .]

3. Maine Public Employees Retirement System members. An eligible person who becomes a participant in the defined contribution plan offered by the board of trustees and who is a member of the Maine Public Employees Retirement System at the time participation in the defined contribution plan begins may apply for a refund of accumulated contributions from the Maine Public Employees Retirement System pursuant to Title 5, section 17705-A, except that any such person who has less than the number of years of creditable service required to be eligible for a Maine Public Employees Retirement System benefit as of the date specified in the notification in subsection 2, paragraph A or the date of hire pursuant to subsection 2, paragraph B shall apply for a refund of accumulated contributions. Participation in the defined contribution plan offered by the board of trustees pursuant to this section is considered a termination of service for purposes of Title 5, section 17705-A as of the date specified in the notification in subsection 2, paragraph A or the date of hire pursuant to subsection 2, paragraph B, except that, if an application is made for refund of accumulated contributions under an election pursuant to subsection 2, paragraph A, payment must be made no later than 90 days after receipt of the application by the Maine Public Employees Retirement System. Service rendered while a participant in the defined contribution plan offered by the board of trustees does not constitute service for a Maine Public Employees Retirement System member who does not withdraw contributions from the Maine Public Employees Retirement System nor is the member considered to be in service for purposes of Title 5, chapter 423, subchapter 5, articles 3-A, 4 and 5.

[2007, c. 137, §25 (AMD); 2007, c. 58, §3 (REV) .]

4. No service credit for defined contribution plan participation. At no time may an employee who participates in the defined contribution plan offered by the board of trustees pay contributions or pick-up contributions to the Maine Public Employees Retirement System or receive Maine Public Employees Retirement System service credit for any time during which the employee participated in the defined contribution plan.

[1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV) .]

5. Retiree health benefits. For purposes of Title 5, section 285, subsection 7, participants in the defined contribution plan offered by the board of trustees must be treated as persons who were previously eligible pursuant to Title 5, section 285, subsection 1, paragraph A if those persons have terminated employment with the system, its colleges and subsidiaries, if that employment represents the last place of employment in which those persons are eligible for health insurance coverage under Title 5, section 285 and if those persons are at least 60 years of age, except for termination due to disability when those persons are receiving disability benefits under a disability benefit program provided by the board of trustees under subsection 6. The board of trustees is responsible for payment of the State's share of health plan premiums under Title 5, section 285, subsection 7 for defined contribution plan participants if the requirements of this subsection are met.

[1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF) .]

6. Disability benefits. For employees covered under the defined contribution plan, the board of trustees shall provide a disability benefit program, the cost of which must be paid by the board of trustees. At a minimum, that program must establish eligibility criteria, provide coverage for physical and mental disabilities and provide a level of benefits at least equal to 60% of the employee's annual compensation.

[1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF) .]

7. Administration. The board of trustees and the Maine Public Employees Retirement System shall administer this section as follows.

A. The board of trustees is responsible for providing an employee with information as to membership under the Maine Public Employees Retirement System and as to coverage under the defined contribution plan offered by the board of trustees to assist the employee in making an election decision. The Maine Public Employees Retirement System shall provide the board of trustees with information as to membership in the Maine Public Employees Retirement System. [1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV) .]

B. The board of trustees is responsible for determining eligibility and providing procedures for making an election under this section, for maintaining all records relevant to the election process and an individual employee's election, for informing the Maine Public Employees Retirement System as to employee elections in accordance with procedures established by the Executive Director of the Maine Public Employees Retirement System and for making all administrative decisions, including the final administrative decision, in any dispute related to an employee's election or to any issue as to the plan offered by the board of trustees. Neither the Maine Maine Public Retirement System nor the Board of Trustees of the Maine Public Employees Retirement System has responsibility or jurisdiction to make the final administrative decision with respect to any of these matters. The Maine Public Employees Retirement System is responsible only to ensure that its records accurately reflect the information provided by the board of trustees, the board of trustees' decision as to any of these matters and the legally recognized outcome of any dispute related to any of these matters. [1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV) .]

C. With respect to matters related to participation and membership in the Maine Public Employees Retirement System other than those specified in paragraph B, the Maine Public Employees Retirement System and the Board of Trustees of the Maine Public Employees Retirement System retain responsibility and authority according to applicable retirement system law and rules as to the system

and its employees to whom this section applies, including the authority to make final administrative decisions. [1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV).]

[1997, c. 763, §4 (NEW); 1997, c. 763, §7 (AFF); 2007, c. 58, §3 (REV) .]

8. Participation in Maine Public Employees Retirement System. Notwithstanding other provisions of this section, employees of the Maine Community College System who elected to participate in the defined contribution plan pursuant to subsection 1 may subsequently elect to participate or resume participation in the Maine Public Employees Retirement System as provided in this subsection.

A. A former member of the Maine Public Employees Retirement System who was employed by the Maine Community College System and who elected to participate in the defined contribution plan and terminated participation in the Maine Public Employees Retirement System during calendar year 1999 or 2000 may elect to terminate participation in the defined contribution plan and to resume participation in the Maine Public Employees Retirement System and, upon repayment of earlier contributions plus interest, is entitled to all service credit acquired during the previous membership. The election must be made in writing to the Maine Public Employees Retirement System no later than January 1, 2003. The amount of repayment must be equal to the accumulated contributions withdrawn by the former member plus interest on the amount of those accumulated contributions, beginning on the date of withdrawal to the date the repayment or repayments are made, at a rate to be set by the Board of Trustees of the Maine Public Employees Retirement System, not to exceed regular interest, as defined in Title 5, section 17001, subsection 31, by 5 percentage points.

(1) Notwithstanding Title 5, section 17703, subsection 1, payment under this paragraph may be made immediately after notification of the Maine Public Employees Retirement System of the election provided in this paragraph and upon determination by the Maine Public Employees Retirement System of the amount due to repay the previously withdrawn contributions.

(2) A former member electing the option provided in this paragraph may also purchase service credit under the Maine Public Employees Retirement System for all or part of the time that the former member participated in the defined contribution plan. Purchase of service credit under this subparagraph consists of payment of an amount that, together with regular interest as defined in Title 5, section 17001, subsection 31 on that amount, is the actuarial equivalent, at the effective date of the retirement benefit, of the portion of the retirement benefit based on the additional creditable service. [2001, c. 545, §1 (NEW); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF); 2007, c. 58, §3 (REV).]

B. An employee of the Maine Community College System hired on or after August 31, 1998 or on or after the last day of the month in which authorization pursuant to subsection 1 occurs, whichever is later, and who elected to participate in the defined contribution plan may elect to terminate participation in the defined contribution plan and to participate in the Maine Public Employees Retirement System by notifying the Maine Public Employees Retirement System in writing no later than January 1, 2003.

(1) An employee of the Maine Community College System electing the option provided in this paragraph may also purchase service credit under the Maine Public Employees Retirement System for all or part of the time that the employee participated in the defined contribution plan. Purchase of service credit under this subparagraph consists of payment of an amount that, together with regular interest as defined in Title 5, section 17001, subsection 31 on that amount, is the actuarial equivalent, at the effective date of the retirement benefit, of the portion of the retirement benefit based on the additional creditable service. [2001, c. 710, §7 (AMD); 2001, c. 710, §8 (AFF); 2003, c. 20, Pt. 00, §2 (AMD); 2003, c. 20, Pt. 00, §4 (AFF); 2007, c. 58, §3 (REV).]

C. Payment to the Maine Public Employees Retirement System under this subsection may be made by single direct payment or annual direct payments to the Members' Contribution Fund and must be made before any retirement benefit from the Maine Public Employees Retirement System becomes effective for that person. Annual direct payments under this paragraph must be made as provided in Title 5, section 17701, subsection 4. [2001, c. 545, §1 (NEW); 2007, c. 58, §3 (REV).]

[2001, c. 710, §7 (AMD); 2001, c. 710, §8 (AFF); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF); 2007, c. 58, §3 (REV) .]

SECTION HISTORY

1997, c. 763, §4 (NEW). 1997, c. 763, §7 (AFF). 1999, c. 614, §1 (AMD).
2001, c. 442, §4 (AMD). 2001, c. 545, §1 (AMD). 2001, c. 710, §7 (AMD).
2001, c. 710, §8 (AFF). 2003, c. 20, §002 (AMD). 2003, c. 20, §004
(AFF). 2007, c. 137, §25 (AMD). 2007, c. 58, §3 (REV).

The State of Maine claims a copyright in its codified statutes. If you intend to republish this material, we require that you include the following disclaimer in your publication:

All copyrights and other rights to statutory text are reserved by the State of Maine. The text included in this publication reflects changes made through the First Special Session of the 123rd Legislature, and is current through December 31, 2008, but is subject to change without notice. It is a version that has not been officially certified by the Secretary of State. Refer to the Maine Revised Statutes Annotated and supplements for certified text.

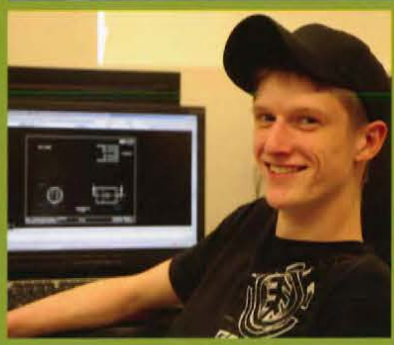
The Office of the Revisor of Statutes also requests that you send us one copy of any statutory publication you may produce. Our goal is not to restrict publishing activity, but to keep track of who is publishing what, to identify any needless duplication and to preserve the State's copyright rights.

PLEASE NOTE: The Revisor's Office cannot perform research for or provide legal advice or interpretation of Maine law to the public. If you need legal assistance, please contact a qualified attorney.



Maine Community College System

IMAGINE WHAT'S POSSIBLE...



www.mccs.me.edu

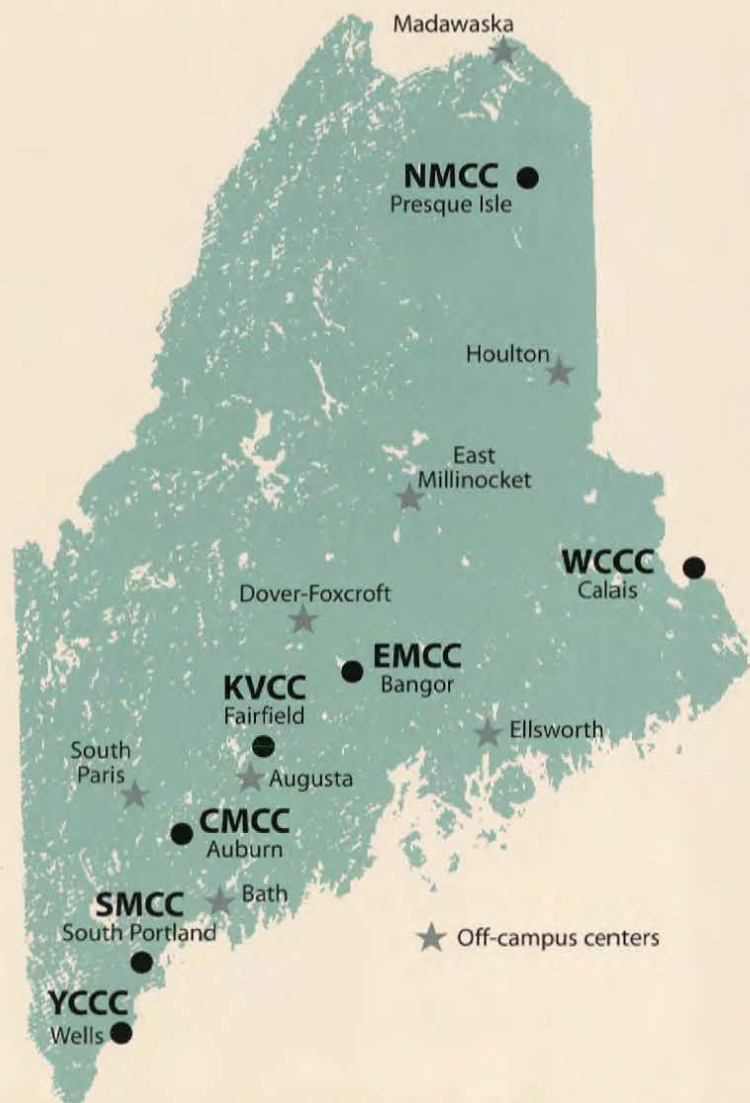


Maine's Community Colleges

At a glance:

- Nearly 26,000 Maine people are served by the state's community colleges each year—through degree programs, non-credit courses, and customized training for businesses and their employees.
- At \$2,520 for a full-time, 30-credit-hour course load, the state's community colleges offer the lowest tuition in Maine.
- Our programs are tied closely to the state's economy. 94% of our employed graduates find work right here in Maine.
- We offer nearly 300 program options in a variety of technical and career fields. About 85% of these programs are the only ones of their kind in Maine.
- About 20% of recent graduates are continuing their education. With proper planning, it's possible to complete a bachelor's degree in just two years of additional full-time study.

Our seven colleges and eight off-campus centers are within 25 miles of 92 percent of Maine's population. Chances are good you'll find one close to home.



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

www.mccs.me.edu

Just Imagine.



Say you have a passion—You want to be a nurse, or you love cars, or you've always been interested in building things: a house, a circuit board, a business. Maine's community colleges provide the skills you need to make those dreams come true.

Maybe you've always dreamed of what you could do with a four-year degree—

We like to say you can start here and go anywhere... and our students do: to one of Maine's public universities or to other four-year schools in Maine and across the country.

Perhaps you're uncertain about your next steps—

Maine's community colleges offer an affordable, convenient way to test the waters, to try something new, to stretch yourself.

Whatever your reasons, some things are certain:

- You'll encounter dedicated faculty and staff with real-life, hands-on experience.
- You'll find a supportive, small college community that pays attention to you...and to your dreams.
- You'll receive a quality education at an affordable price, one that prepares you for interesting, rewarding work... right here, in Maine.



Real
education
for real life...



College that works for you.

Work. Family. Bills.

At the end of the day, there often isn't much left over—time, energy, money—to think about starting or going back to school. Maine's community colleges are designed to make things easier.



We offer the lowest college costs in the state.

- Maine's community colleges offer one of the best educational values around. And if you decide to transfer to a four-year degree program, you'll save on your first two years of college.
- Three out of every four full-time students receive some type of financial aid to help with those costs.

"The low cost has allowed me to take that first step toward something better."

Annual Tuition and Fees
(as of Fall 2009)

Tuition:

\$84 per credit hour for in-state students, or \$2,520 for a full-time, 30-credit-hour course load.

Tuition for out-of-state students is \$168 per credit hour.

Room/Board:

Annual charges range from \$5,800 to \$8,500. Apartment rates (at WCCC) are less.

Application Fee: \$20

Other Fees: \$600 to \$1,000 (estimate)*

Books/Supplies: \$1,000 (estimate)**

*Fees can vary greatly from program to program. Check with an admissions officer to determine the fees associated with your program of study. ** Books and supplies will vary as well. Check your course syllabus for a list of necessary books and supplies.

We make it possible to juggle college, work, and family.

- For students with children, our colleges offer on-site child care services or referrals to local providers. For rural residents, we also offer a limited number of scholarships to help with the cost of child care.
- We offer convenient locations across the state—and close to home. Our seven colleges and eight off-campus centers are within 25 miles of 92% of Maine's population.
- We offer courses day and night. Off campus. Online. Year-round.
- You can enroll full-time, part-time, one course at a time. One step at a time.



We'll also help make sure you have the support you need to be successful.

Our class sizes are small. Faculty get to know you. And advisors are available to help with financial aid and career and college planning. We also offer learning assistance centers and peer tutoring to help you stay on track academically. Partnerships with Adult Education programs provide a bridge to college for those who need additional pre-college course work.

"I am not only going to talk to my sons about the importance of a college education, I am going to show them by example."

We really can make college work for you.

BRANDEN DENSMORE

Kennebec Valley Community College

Branden Densmore dropped out of high school in the 9th grade, tripped up by a bad attitude and chronic disease. He spent the next few years working hard at a variety of jobs, but, at 19, realized he wanted more. He turned to Adult Education, earned his GED, and enrolled at KVCC, where he majored in liberal studies. Along the way, he discovered a deep love of learning that led him to a summer program at Vassar College designed to introduce community college students to the challenges and rewards of a four-year liberal arts education. He studied hard that summer—taking courses in ethics and science—and did extremely well. The experience led to a full scholarship to Vassar where he is majoring in philosophy and chemistry.

"KVCC gave me a really good foundation. I have discovered a new confidence. I honestly feel like I can accomplish anything."



Real choice.



IF YOU KNOW **exactly** WHAT YOU WANT TO STUDY—
computer technology, culinary arts, medical radiography...

IF YOU'VE KNOWN **since you were 5,**
THAT YOU WANTED TO BE A—teacher, firefighter, police officer, nurse...

WE HAVE A **program for you.**

94
percent of our
graduates land
jobs or continue
their education.

Even if you're still trying to figure out what comes next, we can help. We offer nearly 300 program options, designed for a lifetime of learning. Many are focused on new and exciting areas of Maine's economy: Wind technology, robotics, biotechnology, and new media, to name a few. Others offer an opportunity for hands-on learning in a variety of trades and technologies, among them construction, precision machining, and automotive technology. At the same time, many of our students are enrolled in liberal studies programs that are designed to prepare them to transfer to four-year colleges and universities.

You can start here and go anywhere

We offer:

- A two-year **associate degree**, with credits that easily transfer to nearly all four-year colleges and universities in the state.
- A **certificate**—a one-year option that prepares students for immediate employment in a specific career area.
- A **diploma**—a one- or two-year option offered at some of our colleges that is designed for students who are preparing for immediate employment.

Most importantly, we offer a quality education at an affordable price: **real learning for real life.**

Your choice

You can complete your education at a Maine community college and put your skills immediately to work. Our graduates find their skills are in high demand by Maine employers.

Or you can use your community college education as an affordable stepping stone to a bachelor's degree. Over 2,500 Maine community college students are now enrolled at one of Maine's public universities, an increase of 50 percent in just five years.

It's easy to transfer from a Maine community college to one of Maine's public universities.



In fact, thanks to the AdvantageU program, students who earn an associate in arts in liberal studies at a Maine community college are guaranteed admission to any school within the University of Maine System. To learn more about AdvantageU, visit the website at www.advantageu.me.edu.



ELIZABETH BOOMER

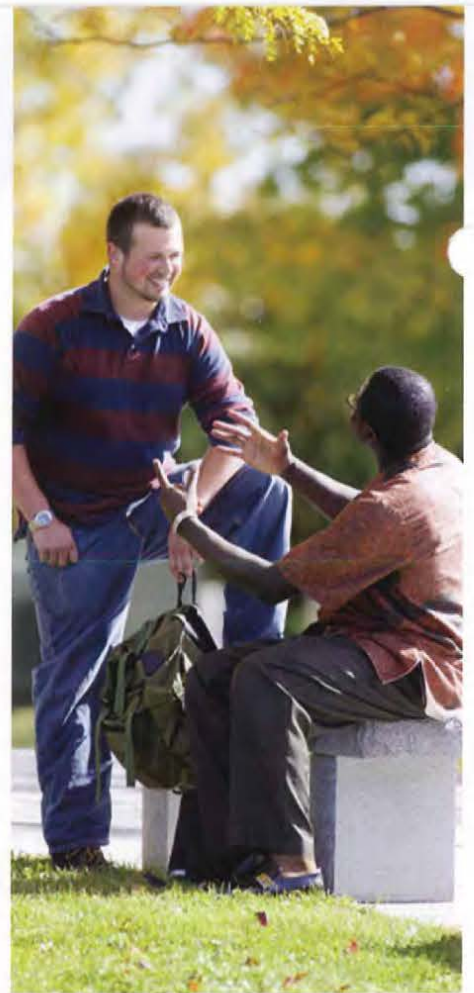
Washington County Community College and Eastern Maine Community College

Elizabeth Boomer of Baileyville went to work at the local paper mill shortly after graduating from high school, following in the footsteps of her father and her grandparents. She worked in the mill for 20 years, until it closed and she and many others were laid off. Because she had often encouraged her children to go to college, she decided it was time for her to "stand up and do it," although, as she says, the prospect was "scary as heck." She enrolled in WCCC's liberal studies program, completed a number of required courses, and then transferred to EMCC's nursing program. Today, as Elizabeth prepares to be a nurse, she says with real conviction: "I know this is what I'm supposed to be doing with my life."

"Everyone cares about your success and wants to see you do well, which helped me settle into my role as a student."



Real
community.



Maine's community colleges offer many things: an **affordable**, high quality education; a chance to gain the **skills** necessary for success in today's economy; a convenient way to earn **a degree** close to home.

They also offer a real and important sense of community—one that enables our students to feel comfortable and supported, whether you're just out of high school or coming back to school for the first time in years.

"This is an excellent option. It's a smaller college atmosphere, you get to know more people and build better friendships. And all my teachers are great."

That sense of community extends well beyond the classroom. Each of our colleges offers students the chance to become involved in a variety of sports, clubs, and volunteer activities.

As our students will be quick to tell you, college can be a lot of work. It can also be a lot of fun!

"I believe that attending a community college was the best decision I have ever made in my life."





Residence Halls



Five of Maine's community colleges offer residential options for students.* Three of those colleges recently completed construction on new dorms: CMCC in Auburn (above), EMCC in Bangor, and SMCC in South Portland. In all, the colleges are able to offer on-campus housing to about 1,300 students.

**YCCC in Wells and KVCC in Fairfield are commuter colleges and do not have residence halls.*

DEVIN PROVENCAL
Southern Maine Community College



Devin Provencal didn't intend to go to college. He thought he'd join the family's plumbing business. While he was a student at Skowhegan Area High School, he participated in the Early College for ME program to explore his options. Thanks in part to a scholarship he received through the program, he decided to enroll in the plumbing and heating program at SMCC. He made the Dean's List, served as a resident assistant in one of the college's dorms, and represented Maine at the National SkillsUSA championships, where he won the top prize in plumbing. After graduation, Devin returned home to Skowhegan, where he's expanded the family business to include heating as well as plumbing.

"Going to a community college helped me advance my career and provided a whole new opportunity for our family business as well."

Program list

ASK ABOUT OUR GROWING LIST OF ONLINE COURSES!

Arts and Sciences

	CM	EM	KV	NM	SM	WC	YC
Biological Sciences			A				
Biotechnology					A		
General Studies	A						
Horticulture					A		
Liberal Studies	A	A	A	A	A	A	A
Art					*		
Biology		*			*		
Education					*		
English					*		
General Studies					*		
History					*		
Mathematics					*		
Political Science					*		
Pre-Engineering		*					
Pre-Pharmacy		*					
Science					*		
Secondary Education		*					
Social Work					*		
Traditional and Contemporary Crafts		A/C					

Allied Health and Nursing

Advanced Emergency Care			A/C				
Intermediate Emergency Care			C				
Associate Degree Nursing	A	A ⁷	A	A	A		A ¹
Practical Nursing		D					
Practical Nursing Upgrade		A		A	A		
Behavioral Health and Human Services					A/C		
Cardiovascular Technology					A		
Dietetic Technician					A		
Dietary Management					C		
Emergency Medical Services/Paramedic		A/C		A			
EMT—Intermediate				C			
Paramedicine				C	A		
Health Care Secretary (Business Mgmt.)		C					
Health Information Technology			A				
Health Science			C				
Human Services	A						
Massage Therapy			C				
Medical Assisting	A	A	A	A	A	A	A ²
Clinical & Administrative Administrative					*	*	
Medical Coding	C		C	C			
Medical Office Administration				A			
Medical Office Technology						C	
Medical Office Management			A				
Medical Transcription	C	A					
Mental Health			A				
Occupational Therapy Assistant			A				
Phlebotomy			C				
Physical Therapist Assistant			A				
Radiation Therapy					A ⁴		
Radiologic Technology/Medical Radiography	A	A ⁷	A		A		
Computed Tomography			C+				
Mammography			C+				
Respiratory Therapy Technology			A		A		
Sonography			C+				
Surgical Technology		A ⁷			A		

Automotive and Mechanical

	CM	EM	KV	NM	SM	WC	YC
Automotive Collision Repair				A/C			
Automotive Parts and Service Management	A/C						
Automotive Technology – “Ford ASSET”	A						
Automotive Technology	A	A		A/C	A	C	
Automotive Basics		C					
Automotive Engines		C					
Diesel Hydraulics Technology				A/C			
Engine Specialist						C	
Diesel, Truck, and Heavy Equipment		A					
Diesel and Hydraulics		C					
Heavy Truck and Equipment Systems		C					
Heavy Equipment Maintenance						C	
Heavy Equipment Operation					C	C	
Mechanical Technology						A/C	
Passenger Vehicle Service						A	

Business

Accounting	A						A
Accounting Information Systems				A			
Business Administration/Management	A/C	A		A	A	A	A
Accounting			A				
Business Management					C		
Finance			A				A
Hospitality Management	A						
Marketing/Management			A				
Occupational Health & Safety	*						
Sales Administration & Management	A						
Sports Management	A				*		
Supervision & Management	A						
Business & Computer Applications	A/C						
Entrepreneurship/Business Ownership					C	C	
Health Care Secretary		C					
Medical Coding				C			
Medical Office Administration				A			
Office Assistant				C			
Office Technology		C					
Restaurant & Food Service Management		A					
Small Business Development		C					

Computers, Graphics & Multimedia

Computer-Aided Drafting				A/C			
Computer-Aided Drafting & Design (CADD)	A/C						
CADD—Architectural Design							A
Computer Electronics				A/C			
Computer Science			A/C				
Computer-Aided Drafting & Design			A ²				
Geographic Information Systems			A			A ²	
Computer Systems Technology		A					
Computer Repair Technology		C					
Computer Technology	A				A		A
Web Development							A
Communications and New Media					A		
Animation and Gaming Option					*		
Digital Imaging Production Option					*		
Video and Audio Production Option					*		
Website Production Option					*		
Digital Graphic Design		A/C ²					
Digital Media Technology							A
Graphic Design							A
Animation							A
Graphic Arts/Printing Technology—Prepress	A/C						
Graphic Arts/Printing Technology— Press/Bindery	A/C						

	CM	EM	KV	NM	SM	WC	YC
--	----	----	----	----	----	----	----

Construction

Building Construction Technology	A/C	A/C				C	
Construction Technology					A		
Residential/Commercial					*		
Residential Framing					C		
Residential Construction				A/C			

Education and Early Childhood

Autism Spectrum Disorders Studies			C+				
Early Childhood Education	A/C	A/C	A	A/C	A/C	A/C	A
Education	A/C	A				A	
Speech/Language Pathology Assistant			A				

Electrical and Electronics

Applied Electronics & Computer Technology			A/C				
Computer Electronics				A/C			
Electrical Construction & Maintenance				A/C			
Electrical & Automation Technology		A					
Electrical Engineering Technology					A		
Electrical Lineworker Technology			D				
Electrical Technology			A/D				
Electrician Technology					C		
Electricians Technology		D					
Electromechanical Technology	A/C						
Electrician Licensing	C						
Industrial Electricity	C						
Electronics	C						
Instrumentation	C						
Robotics	C						
Marine Electronics			C				
Residential & Commercial Electricity						D	
Wind Power Technology				A			

Engineering Technology

Architectural & Civil Engineering Technology	A						
Architectural Drafting & Design							C
Architectural & Engineering Design					A		
Civil Engineering Technology		A					

Heating, Plumbing, Air Conditioning and Refrigeration

Air Conditioning and Refrigeration					C		
Heating				C	C	C ³	
Heating, Air Conditioning, & Refrigeration		A/C			A		
Plumbing & Heating					*		
Plumbing				C	C	C ⁴	
Plumbing and Heating				A			

	CM	EM	KV	NM	SM	WC	YC
--	----	----	----	----	----	----	----

Hospitality and Tourism

Adventure Recreation & Tourism						A/C	
Culinary Arts	C	A			A		A
Food Service Specialist		C					C
Dietetic Technology					A		
Culinary & Baking						C	
Dietary Management					C		
Hospitality (Business Admin/Mgmt-Hospitality)	A						
Lodging & Restaurant Management					A		
Restaurant & Food Service Management		A					

Marine Resources

Applied Marine Biology and Oceanography					A		
Marine Electronics			C				

Metals Fabrication/Manufacturing

Computer Integrated Machining Technology		A/C					
Integrated Manufacturing/Precision Machining					A		
Integrated Manufacturing					A		
Precision Welding					C		
Machine Tool Technology	A/C			C			
Multi-Axis Machining					C+		
Precision Machining/Metals Manufacturing			A/C	A			
Pulp & Paper Technology			A/C				
Welding Technology		A/D/C				C	
Welding & Metal Fabrication				C			

Public and Occupational Safety

Criminal Justice	A				A	A ⁵	A
Computer Forensics	*						
Fire Science Technology		A ⁶			A/C		

Other Programs

Career Studies	A		A				A
General Technology		A		A	A	A	
Trade & Technical Occupations (for Registered Apprenticeship)	A	A	A	A	A	A	A

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

A = Associate Degree

D = Diploma

C = Certificate

* = Concentration

C+ = Advanced Certificate

1 In partnership with SMCC.

2 Pending board approval.

3 Offered on even numbered years.

4 Offered on odd numbered years.

5 An SMCC credential in collaboration with WCCC.

6 Offered at EMCC by SMCC; please contact SMCC Admissions Office.

7 Pre-professional technology tracks are offered through EMCC's liberal studies program.

“At CMCC I’ve proven to myself and others that I can be successful. And I’ve acquired a solid base to further achieve my goals of higher education.”



CMCC
Auburn



Central Maine Community College

Central Maine Community College is committed to preparing students for challenging careers, lifelong learning, and transfer to four-year colleges. We offer more than 25 program areas, leading to technical, business, and health careers, as well as liberal studies and general studies transfer options.

Our 135-acre campus stretches along the shores of beautiful Lake Auburn, in the twin cities of Lewiston and Auburn—one of Maine’s most vibrant urban centers. Sandy beaches, challenging ski slopes, and scenic wilderness areas are within an easy drive.

You’ll find a diverse college environment, with a full range of facilities and activities. Jalbert Hall houses many of our classrooms, labs, and offices, as well as the library and dining facilities. A contemporary Culinary Arts Center serves as a training facility for students in the hospitality field. Kirk Hall and the Lapoint Center offer modern classrooms and high-tech labs—as well as a 240-seat auditorium and recently renovated gymnasium. A new learning and advising center opened in fall 2008.

While our student body is made up of more than 2,500 full- and part-time students, very few classes exceed 25. Our residence halls can accommodate some 250 students. Student activities include intramural and intercollegiate athletic teams, student senate, Phi Theta Kappa International Honor Society, a drama club, literary magazine, and special interest clubs.

CMCC has an off-campus center in South Paris.

Programs

- Accounting
- Career Studies
- Architectural and Civil Engineering Technology
- Automotive Technology
- Automotive Technology—Ford Asset
- Automotive Technology—Parts and Service Management
- Building Construction Technology
- Business Administration and Management
 - Hospitality
 - Occupational Health & Safety
 - Sales Administration & Management
 - Sports Management
 - Supervision & Management
- Business and Computer Applications
- Career Studies
- Computer Technology
- Criminal Justice
 - Computer Forensics
- Culinary Arts
- Early Childhood Education
- Education
- Electromechanical Technology
 - Electrician Licensing
 - Industrial Electricity
 - Electronics
 - Instrumentation
 - Robotics
- General Studies
- Graphic Arts/Printing Technology
 - Prepress
 - Press/Bindery
- Human Services
- Liberal Studies
- Machine Tool Technology
- Medical Assistant
- Medical Coding
- Medical Transcription
- Nursing
- Radiologic Technology
- Trade and Technical Occupations

Central Maine Community College
1250 Turner Street
Auburn ME 04210
207-755-5100
800-891-2002
FAX 207-755-5493

www.cmcc.edu

"Thanks to the education I received at Eastern Maine Community College, I know I have the ability to handle any challenge that life will throw at me."



EMCC
Bangor

Programs

- Automotive Technology
 - Automotive Basics
 - Automotive Engines
- Building Construction
- Business Management
- Civil Engineering Technology
- Computer Aided Drafting and Design
- Computer Integrated Machining
- Computer Systems Technology
 - Computer Repair Technology
- Culinary Arts
 - Food Service Specialist
- Diesel, Truck and Heavy Equipment
 - Diesel and Hydraulics
 - Heavy Truck and Equipment Systems
- Digital Graphic Design
- Early Childhood Education
- Education
- Electrical and Automation Technology
- Electricians Technology
- Emergency Medical Services
- Fire Science Technology
- General Technology
- Health Care Secretary
- Liberal Studies
- Medical Assisting
- Medical Radiography*



- Medical Transcription Nursing*
- Office Technology
- Practical Nursing
- Refrigeration, Air Conditioning and Heating
- Restaurant and Foods Service Management
- Small Business Development
- Surgical Technology*
- Trade and Technical Occupations
- Traditional and Contemporary Crafts
- Welding Technology

Eastern Maine Community College
354 Hogan Road
Bangor ME 04401
207-974-4600
800-286-9357
FAX 207-974-4683

Eastern Maine Community College

Eastern Maine Community College isn't just a college, it's a community filled with people who take your future seriously. That's why our programs are flexible and focused, with many one- and two-year options for full- or part-time students.

Our 72-acre campus is located in the heart of Bangor, a quick drive from the Bangor International Airport. We're a minute from I-95 and within an hour of some of the greatest outdoor adventure areas in Maine.

With strong connections to the local community and employers, our 31 program areas prepare graduates for immediate employment or transfer to four-year colleges and universities. We offer a concentrated, intense education—preparing you for a high-skilled career or additional higher education.

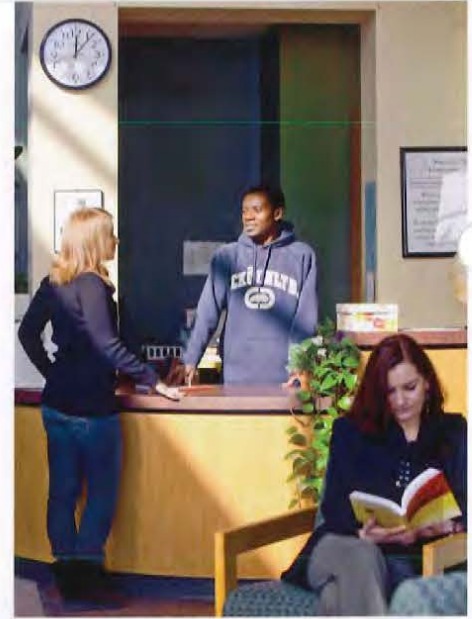
Over 2,000 students are enrolled at EMCC, but class sizes rarely exceed 25. The college has four classroom buildings with computer labs, a gymnasium, a full dining facility, laboratories for technical programs, and a new multi-functional student center with a new library, child care center, and a range of student services. Students can choose to live on campus or commute, and they can participate in student government, intercollegiate athletics, and a variety of student activities.

EMCC has off-campus centers in Ellsworth, East Millinocket, and Dover-Foxcroft.

www.emcc.edu

* Pre-professional liberal studies tracks are also available in these areas and in biology, pre-pharmacy, pre-engineering, and secondary education.

"What I have accomplished at Kennebec Valley Community College will lead me to be a stronger person, for myself as well as for my community."



KVCC
Fairfield

Kennebec Valley Community College

The unique programs of study at Kennebec Valley Community College make our college one of the most highly regarded institutions in the region. Among our more than 30 offerings are challenging programs in nursing and allied health, including respiratory therapy technology and the state's only sonography, computed tomography, mammography, physical therapist assistant, and occupational therapy assistant programs.

KVCC's health information technology program combines the expanding arena of health care with the cutting edge of technology. The college also offers New England's only program in lineworker technology, supporting the power and communications industries. And its trades and technology department is expanding its offerings in green technologies.

The college's 64-acre campus is located three miles north of Waterville, just off I-95. It includes four classroom buildings, a library, multi-purpose room/gymnasium, café, and computer labs. A commuter college, KVCC offers students assistance with car pooling and a modern child care facility.

More than 2,200 full- and part-time students attend KVCC. The college offers many evening, weekend, and online courses to accommodate students with busy schedules. The Mickey Marden Center for Student Success provides academic and personal support, and the Advising and Career Center offers academic, transfer, and career counseling. Typically, more than 95 percent of KVCC graduates are employed or enrolled in further study within six months of graduation.

www.kvcc.me.edu

Programs

Advanced Emergency Care
- Intermediate
Emergency
Care

Applied Electronics/
Computer Technology
- Marine Electronics

Biological Sciences

Business Administration
- Accounting
- Finance
- Marketing/Mgmt.

Career Studies

Computer Science
- Computer Aided
Drafting and Design
- Geographic
Information Systems

Education

- Autism Spectrum
Disorders Studies
- Early Childhood
- Speech/Language
Pathology

Electrical Lineworker
Technology

Electrical Technology

Health Information
Technology
- Medical Coding

Health Science Preparation

Liberal Studies

Massage Therapy

Medical Assisting

Medical Office Management

Mental Health



Nursing
Occupational Therapy
Assistant
Phlebotomy
Physical Therapist Assistant
Precision Machining
Technology
Pulp and Paper Technology
Radiologic Technology
- Computed
Tomography
- Mammography
Respiratory Therapy
Sonography
Trade and Technical
Occupations

**Kennebec Valley
Community College**

92 Western Avenue

Fairfield ME 04937

207-453-5000

800-528-5882 x5160

FAX 207-453-5011

“Northern Maine Community College has inspired me to a higher level than I could have imagined for myself.”



NMCC
Presque Isle



Northern Maine Community College

Located in Aroostook County, the heart of Maine’s premier four-season recreation region, NMCC boasts a vibrant campus community, where opportunities for intellectual, outdoor, and cultural adventure abound!

All NMCC programs involve hands-on learning in small classes. Students gain the skills needed to succeed in the workforce through more than two dozen programs of study. Outside the classroom, the college boasts a wide variety of campus activities, athletics, and housing options. And the 6,453 square miles of “The County” offer many opportunities to enjoy the great outdoors.

Many of the 1,000 students who enroll at NMCC each year enter straight from high school. Their goal: to earn a degree and immediately enter the workforce. Others select NMCC to begin their journey toward a four-year degree, taking advantage of the college’s high-quality, affordable education. Still others seek to advance in their present career or change careers. We’re proud to say that over 90 percent of our alumni are either employed or enrolled in higher education within six months of graduation.

The college is an active partner in developing the economy of Northern Maine. Our Continuing Education Division offers businesses and individuals a range of credit and non-credit training opportunities. In addition, degree classes are offered at various locations throughout Aroostook County, enabling many students to pursue higher education closer to home.

www.nmcc.edu

Programs

- Accounting Information Systems
- Automotive Collision Repair
- Automotive Technology
- Business Administration
- Computer-Aided Drafting Technology
- Computer Electronics
- Diesel Hydraulics
- Early Childhood Education
- Electrical Construction & Maintenance
- Emergency Medical Services
 - EMT (Intermediate)
 - Paramedic
- General Technology
- Heating
- Liberal Studies
- Machine Tool Technology
- Medical Assisting
- Medical Coding
- Medical Office Administration



- Nursing (RN)
- Plumbing
- Plumbing & Heating
- Office Assistant
- Precision Metals Manufacturing
- Residential Construction
- Trade and Technical Occupations
- Welding & Metal Fabrication
- Wind Power Technology

Northern Maine Community College
33 Edgemont Drive
Presque Isle ME 04769
207-768-2700
800-535-6682
FAX 207-768-2831

"Enrolling at Southern Maine Community College was the best thing I could have done for myself and my children."



SMCC
South Portland

Southern Maine Community College

Located on beautiful Casco Bay, Southern Maine Community College is the largest and oldest of Maine's Community Colleges. Our 80-acre campus is the site of Fort Preble, and includes over 40 buildings—many of historic significance. Set on a peninsula jutting into Portland Harbor, the college offers students direct access to Maine's spectacular coastline and close proximity to Portland's cultural and social offerings.

Our students choose from more than 40 one- and two-year career and transfer programs. The college has over 4,500 students enrolled in credit courses. Some of our most unique programs include communications and new media, cardiovascular technology, culinary arts, fire science technology, marine biology and oceanography, and horticulture. Students can also choose the liberal studies program, which provides a foundation for transfer to four-year colleges and universities. SMCC has transfer agreements with many four-year institutions.

The atmosphere at SMCC is friendly and informal, with small classes. Course work in academic and technical studies is balanced with laboratory and field work. Varsity athletics for men include soccer, baseball, basketball, and golf. Women's teams are fielded in softball, basketball, soccer, and golf.

Our comfortable Campus Center houses the college's Learning Assistance Center, as well as a modern library, snack bar, student lounge, and bookstore. Residence facilities can accommodate over 450 students.

www.smccme.edu

Programs

- Applied Marine Biology & Oceanography
- Architectural & Engineering Design
- Automotive Technology
- Behavioral Health & Human Services
- Biotechnology
- Business Administration
 - Business Management
 - Entrepreneurship & Business Ownership
 - Sports Management
- Cardiovascular Technology
- Computer Technology
- Communications & New Media
 - Animation & Gaming
 - Digital Imaging Production
 - Video & Audio Production
 - Website Production
- Construction Technology
 - Residential & Commercial
 - Residential Framing
- Criminal Justice
- Culinary Arts
- Dietetic Technology
 - Dietary Manager
- Early Childhood Education
- Electrical Engineering Technologies
- Electrician Technology
- Fire Science Technology
- General Technology
- Heating, Air Conditioning & Refrigeration
 - Refrigeration & Air Conditioning
 - Plumbing
 - Heating
 - Plumbing & Heating
- Heavy Equipment Operations
- Horticulture
- Integrated Manufacturing Technology
 - Precision Machining
 - Precision Welding
- Liberal Studies
 - Art
 - Biological Sciences
 - Education
 - English
 - General Studies
 - History
 - Mathematics
 - Political Science
 - Science
 - Social Work
- Lodging & Restaurant Management
- Medical Assisting
 - Administrative
 - Clinical & Administrative
- Multi-Axis Machining
- Nursing (RN)
- Paramedic
- Practical Nursing Upgrade
- Radiation Therapy
- Radiography
- Respiratory Therapy
- Surgical Technology
- Trade & Technical Occupations

Southern Maine Community College

Fort Road
South Portland ME 04106
207-741-5500
877-282-2182
FAX 207-741-5760

"I made an excellent decision when I chose WCCC. I felt at home as soon as I stepped onto the campus."



WCCC
Calais

Washington County Community College

Washington County Community College offers one of the most unique educational environments on the East Coast. Our campus overlooks the St. Croix River in Calais and offers 400 acres of fields and woodlands for students to enjoy.

Approximately 500 students are enrolled at the college, enjoying a combination of hands-on learning and academic preparation. Average class size is 16, so WCCC students enjoy a great deal of personal attention from their instructors and have easy access to lab equipment and technology.

Students can choose from a variety of one- and two-year career programs—from business management or culinary arts to adventure recreation and tourism, to name a few. Students can also enroll in our liberal studies program which prepares students for transfer to four-year colleges and universities.

Approximately 100 students live on the Calais campus in spacious, furnished townhouse-style apartments. Modern classrooms and labs are available as well as a newly renovated student lounge and fitness center.

A childcare center is located on campus and is available to all students. Both residential and commuter students participate in many activities, including student government, intramural sports, and outdoor adventure activities, among them canoeing, kayaking, fishing, snowmobiling, and skiing.



Programs

Adventure Recreation and Tourism
Automotive Technology
Building Construction Technology
Business Management
Culinary and Baking
Criminal Justice*
Early Childhood Education
Education
Engine Specialist
Entrepreneurship/
Business Ownership
General Technology
Geographic Information Systems
Welding Technology
Heavy Equipment
Maintenance Technology
Heavy Equipment
Operation Technology
Liberal Studies

Mechanical Technology
– Passenger Vehicle Service
Medical Assisting
Medical Office Technology
Plumbing Technology
Residential/Commercial Electricity
Trade and Technical Occupations
Welding

* An SMCC credential in collaboration with WCCC.

Washington County Community College

One College Drive
Calais ME 04619
207-454-1000
800-210-6932
FAX 207-454-1092

www.wccc.me.edu

"I have enjoyed the interaction between students of all ages and backgrounds at YCCC, especially in the classroom."



YCCC
Wells



York County Community College

York County Community College, opened in 1995, is the newest of Maine's seven community colleges. Located on a quiet, wooded 84-acre campus in Wells, our commuter college enjoys close partnerships with the local community. Each of our career programs has been developed with direct input from local businesses and industry. Students graduate with the skills most prized by the region's employers.

Over 1,000 full- and part-time students enroll at the college each year, preparing for high skills careers or transfer to four-year colleges and universities. Whether you're enrolled in architectural design, early childhood education, culinary arts, or our liberal studies program, computer technology is emphasized in all of our programs.

Our modern facility offers one of the most high-tech learning environments in the region. Facilities include wireless Internet access in all areas of the campus as well as computer labs, science labs, culinary arts lab, a corporate training room, bookstore and cafeteria, library, and new learning center.

Class scheduling is flexible, allowing students to incorporate college into their daily lives. Evening, weekend, and summer classes are offered, and our "rolling admissions" policy lets students apply throughout the school year. A number of online courses are available, allowing students to take classes from home or other locations!



Programs

- | | |
|--------------------------------------|--|
| Accounting | Criminal Justice |
| Architectural Design | Culinary Arts |
| Architectural Drafting & Design | Digital Media |
| Business Administration | - Graphic Design |
| - Finance | - Animation |
| - Occupational Health and Safety | Early Childhood Education |
| Career Studies | Funeral Services (in partnership with American Academy McAllister Institute) |
| | Food Service Specialist |
| | Liberal Studies |
| York County Community College | Medical Assisting |
| 112 College Drive | Nursing (in partnership with SMCC) |
| Wells ME 04090 | Trade and Technical Occupations |
| 207-646-9282 | Web Development |
| 800-580-3820 | |
| FAX 207-641-0837 | |

www.yccc.edu

Imagine
what's
possible

Maine's community colleges maintain a rolling admissions policy for most programs, which means that you can apply and be considered for acceptance throughout the year. And at most of our colleges, you can apply online—quickly and easily.*

...then take the first step

Applying is easy.

If you're interested in applying or learning more about Maine's community colleges and the programs they offer, visit us at www.mccs.me.edu. You'll find links to all seven of our colleges and more detailed information about our many academic programs.

You'll also find information about special programs targeted to high school students and to businesses and their employees. Among them:

■ Customized training programs

for Maine companies and their employees, offered through MCCS's Maine Quality Centers and the colleges' business and industry divisions. For more information about the customized training programs offered by Maine's community colleges, go to www.mccs.me.edu/business/business.html.



- **Early College for ME**, offering students in 74 Maine high schools the support and guidance needed to succeed in college. The program offers participating students help with college admissions and financial aid, a scholarship, and the opportunity to begin taking community college courses while still in high school. For more information, visit www.earlycollege.me.edu.



■ On Course for College.

All seven of our colleges provide financial assistance to Maine students interested in taking community college courses during their junior and senior year of high school. If you're still in high school and would like to learn more about this program and its requirements, visit www.mccs.me.edu/student/oncourseforcollege.html.

Have a question?

Contact us at
info@mccs.me.edu
or visit us online at
www.mccs.me.edu

**It's important to know that some of our most competitive and popular programs fill fast. So we encourage you to apply as early as possible. The admissions office at each college can help walk you through the process.*

maine's community colleges

Central Maine Community College

1250 Turner Street, Auburn ME 04210
207-755-5100 Toll Free: 800-891-2002
Off-Campus Center: South Paris (743-9322)
www.cmcc.edu

Eastern Maine Community College

354 Hogan Road, Bangor ME 04401
207-974-4600 Toll Free: 800-286-9357
Off-Campus Centers:
Dover-Foxcroft (564-2942; Toll Free: 800-590-2942)
East Millinocket (Toll Free: 800-498-8200)
Ellsworth (Toll Free: 800-696-2540)
www.emcc.edu

Kennebec Valley Community College

92 Western Avenue, Fairfield ME 04937
207-453-5000 Toll Free: 800-528-5882
Off-Campus Center: Augusta (453-5800)
www.kvcc.me.edu

Northern Maine Community College

33 Edgemont Drive, Presque Isle ME 04769
207-768-2700 Toll Free: 800-535-6682
Off-Campus Centers:
Houlton (521-3100)
Madawaska (728-3371)
www.nmcc.edu

Southern Maine Community College

Fort Road, South Portland ME 04106
207-741-5500 Toll Free: 877-282-2182
Off-Campus Center:
Bath (386-0013; Toll Free: 877-282-2182)
www.smccme.edu

Washington County Community College

One College Drive, Calais ME 04619
207-454-1000 Toll Free: 800-210-6932
www.wccc.me.edu

York County Community College

112 College Drive, Wells ME 04090
207-646-9282 Toll Free: 800-580-3820
www.yccc.edu

 **Maine Community College System**
REAL EDUCATION FOR REAL LIFE

Maine Community College System

323 State St., Augusta, Maine 04330
Ph: 207-629-4000 Fax: 207-629-4048

www.mccs.me.edu

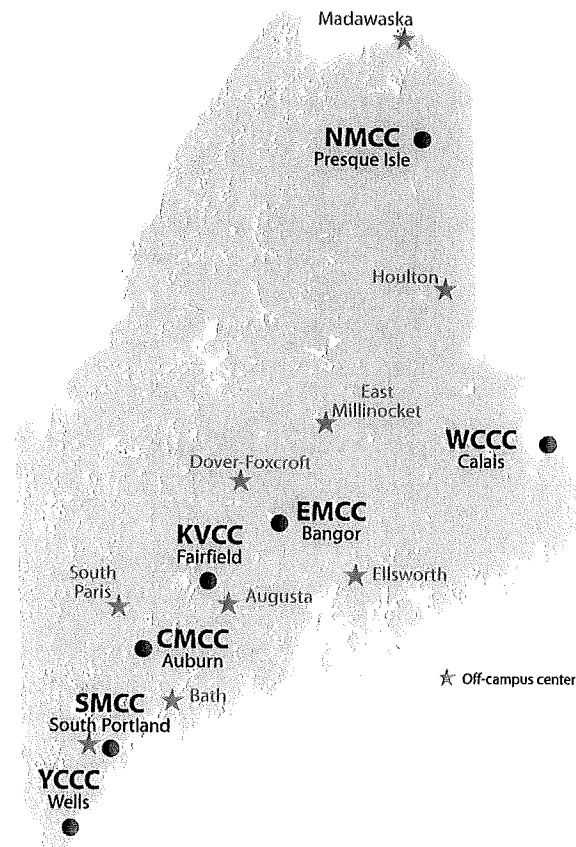




Maine Community College System

Strategic Plan

July 1, 2008 – June 30, 2013



*Dedicated to enhancing the quality of life
and economic prosperity of Maine
through excellence in education.*

SECTION I: Background

Why create a System-wide strategic plan? 1
How was this Strategic Plan developed? 1
How will the plan be used? 2

SECTION II: Context

Overview of the MCCS..... 4
The economic and demographic landscape 8
Trends in two-year college education 15
Government support and funding 19

SECTION III: Strategic Plan

Goals, objectives, and measures

Goal 1: Access & Affordability 22
Goal 2: *Envision the Future*..... 23
Goal 3: Economic Development..... 23
Goal 4: Opportunity in Rural Maine..... 23
Goal 5: Accountability..... 24

APPENDIX: Guiding Principles

Mission and Vision

Background

Why create a System-wide strategic plan?

Each of Maine's seven community colleges has a unique mix of academic programs designed to meet the specific needs of its students and regional economy, different operating priorities, and a different institutional culture.

What binds the colleges together is a common mission—established by the Maine Legislature and implemented by the MCCC Board of Trustees—to create an educated, skilled, and adaptable labor force for the state of Maine and to support the continuing education and transfer aspirations of students. Each of the institutions is also charged with responding to the changing workforce needs of the state's employers in order to promote local, regional, and statewide economic development (Public Law, Chapter 431).

Because our institutions must continually balance their individual needs and priorities with those of the System as a whole, a strategic plan provides clear direction to the colleges for ensuring that the System's overarching mission continues to be realized.

This Strategic Plan sets clear System-wide goals and—through specific objectives and measures of performance—defines how each of these goals will be achieved. In doing so, the plan ensures that complex issues and difficult decisions will be examined and resolved in the context of the System's clearly articulated priorities.

How was this Strategic Plan developed?

Several core documents serve as the foundation of the Strategic Plan. The MCCC mission and vision are both included in the appendix to this document and make clear that the primary work of the seven colleges is “to create an educated, skilled, and adaptable labor force that is responsive to the changing needs of the economy of the state” and to play a role in “enhancing the quality of life and economic prosperity through excellence in education.” These documents, together with the mission statements of the individual colleges and the *Envision the Future* process begun in 2006, have served to guide the development of this most recent Strategic Plan.

Envision the Future

In order to develop a broad consensus about the future of Maine's community colleges, the MCCS undertook *Envision the Future*, a comprehensive planning process designed to engage faculty, staff, administrators, and trustees in a dialogue focused on how each college and the MCCS as a whole could position itself to meet Maine's future needs.

Envision the Future asked each college to develop priorities for the next five to seven years encompassing topics such as enrollment, educational offerings, student services, and technology. This process laid the framework for the System's Strategic Plan.

Developing the Strategic Plan

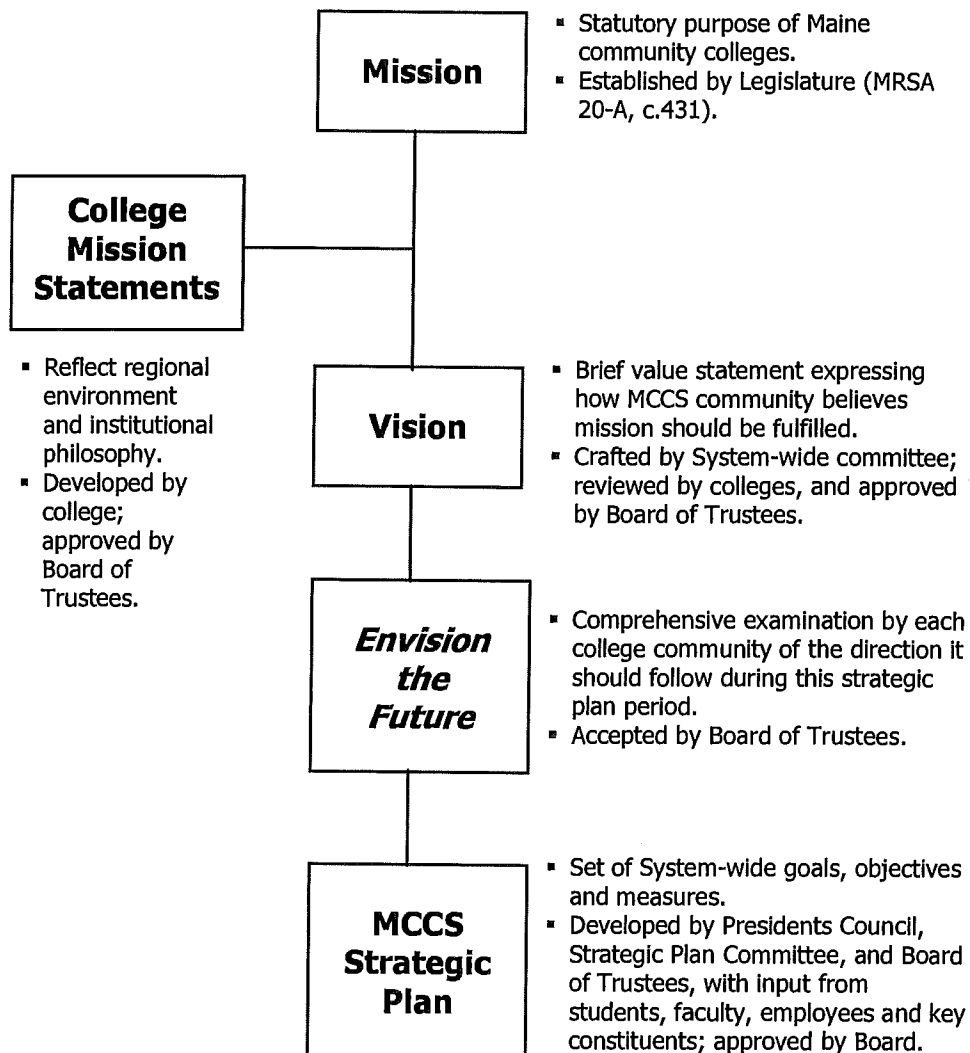
Based upon the work of *Envision the Future* and an environmental scan (summarized in the context section of this document), the college presidents drafted preliminary goals and presented them to the Strategic Plan Committee of the Board of Trustees. After review by the full Board, the draft goals were then presented to the colleges' planning committees and distributed broadly at each college (to students, faculty, staff, and advisory committee members) for input and comment. Using the same process, the presidents drafted objectives and measures and reviewed them with the Strategic Plan Committee. They were discussed by the full Board, and as with the goals, were made available for comment to the college communities before finalizing the entire document. The full Board voted in favor of formal acceptance in the spring of 2008.

How will the plan be used?

The MCCS Strategic Plan is used by the System's Board of Trustees to monitor the progress of the colleges in achieving key goals and objectives. The Board is active in the development of the plan and its priorities and uses the plan as a primary means of assessing the performances of the colleges and the System as a whole.

The colleges, in turn, use the plan to develop their own individual strategic plans and to assess their success in achieving common measures of success and progress. The plan serves as a basic guide for developing many of the colleges' operating details, helping them to focus on key priorities and to direct limited resources where most needed.

The colleges' progress in meeting the goals and objectives outlined in the plan will be reviewed at least annually by the Presidents Council and Board of Trustees. Opportunities will exist to review and amend the plan's goals, objectives, and measures to assure that they remain relevant to the environment in which the colleges operate.



Overview of the MCCS

The foundation of Maine's community colleges was laid over 60 years ago when the economies of both Maine and the nation were struggling to make the transition from war to peace.

Thanks to the GI Bill of Rights—which was designed to ward off widespread unemployment and postwar depression—the Maine legislature in 1946 established the Maine Vocational Institute (soon after changed to the Maine Vocational Technical Institute or MVTI) in Augusta, enabling returning Maine veterans to acquire the occupational skills they needed to reenter the workforce.

Both the GI Bill and the creation of MVTI were investments that paid remarkable dividends. The GI Bill enabled millions of veterans to receive educational benefits that would otherwise have been unavailable to them. As a result, the number of degrees awarded by U.S. colleges and universities more than doubled between 1940 and 1950.

In Maine, the MVTI soon moved to larger facilities at Fort Preble in South Portland, the current home of Southern Maine Community College. As Maine business and industry came to view the school as a reliable source of skilled workers, the demand for similar workforce training in other parts of the state resulted in rapid expansion. By 1969, five additional VTIs had been established: those presently in Presque Isle, Auburn, Bangor, Calais, and Fairfield. In 1994, the legislature established the seventh technical college, to provide increased educational opportunities in York County, the second most populous county in the state.

An ongoing evolution

The colleges have evolved in significant ways over the past 60 years in response to dramatic shifts in the state's economy and to the individual needs of Maine citizens.

In 1989, Maine's legislature voted to convert the vocational technical institutes to technical colleges. In doing so, the legislature sought to clarify the post-secondary missions of the institutions and to recognize that economic forces were transforming the state's workplace, demanding increased skill levels and education.

In 2003, largely in response to Maine's persistently low college-going rates, the legislature voted to broaden the mission of the colleges. In that year, the technical colleges became community colleges, designed to provide an affordable, accessible, college option that would enable more Maine citizens to prepare for high skill careers or transfer to four-year colleges and universities.

Today, the community colleges are designed to provide a critical entry point to higher education and economic opportunity for Maine citizens, many of whom have never considered higher education a viable option.

The System currently serves about 28,000 individuals each year through its degree programs, customized education and training for businesses and their employees, and credit and noncredit courses. It offers more than 300 associate degree, certificate, and diploma options. A majority of its core occupational programs are the only ones of their kind offered in Maine, and many of the state's employers are dependent upon the System's seven colleges to provide highly skilled workers.

Maine's community colleges play a unique role in higher education

Maine's community colleges share a fundamental and unique mission: to provide broad and affordable access to higher education for Maine citizens and a skilled workforce for the state's economy.

As the System has evolved from vocational technical institutes to technical colleges to community colleges, it has remained true to that mission. Today, 96 percent of MCCA graduates land jobs or continue their education or both. Of those who enter the workforce, 93 percent find jobs in Maine, providing Maine business and industry with the skilled workers they need to expand and prosper.

The students who enroll in Maine's community colleges come from diverse academic and socioeconomic backgrounds, and they come to the colleges for a host of reasons. While some come with prior college experience and even with college degrees, many others who rely on the community colleges face significant barriers to enrolling in higher education.

The average age of an MCCA student is 26. Many are the first in their family to attend college. Most are low- or moderate-income, and a good number work more than one job. Some are GED recipients, graduates of adult education programs. Some will graduate from high school without a strong sense of their ability to be successful in college. Others are the single parents of small children. Some are immigrants, for whom English is not their first language.

In the past decade, many of those who have enrolled at a Maine community college have been workers displaced from jobs in traditional manufacturing and natural resource-based industries. These individuals have been disproportionately residents of rural parts of the state, where dramatic changes in the state's economy have been acutely felt. Because the community colleges are dedicated to both workforce and economic development and are designed to be responsive to regional economic needs and opportunities, the colleges have a unique opportunity and responsibility to address some of the major workforce challenges confronting rural Maine.

To that end, the MCCA in 2007 undertook a Rural Initiative designed to strengthen the state's rural economy. The initiative has resulted in a \$6.2 million effort to increase educational access

and affordability for residents of the state's rural areas along with a new goal—contained within this Strategic Plan—to expand higher education opportunity in rural areas of Maine.

For a great many Maine people, finding the time, money, confidence, and support they need to enroll in higher education can be difficult and discouraging. And for many, the state's seven community colleges make it possible to access higher education. Maine's community colleges are meant to offer a diverse population the programs and services they need to enter and be successful in higher education and the workplace. To that end, the System is designed to provide post-secondary educational options that are affordable, accessible, and responsive to both the people of Maine and to the state's economy. These attributes—affordability, accessibility, responsiveness—are at the heart of the System's mission.

MCCS milestones

- 1946** Legislature established Maine Vocational Technical Institute, as part of the State Department of Education. MVTI governed by the Legislature and State Board of Education. (Moved to Fort Preble in South Portland in 1952.)
- 1961** Legislature established Northeastern Maine Vocational Institute (now NMCC) in Presque Isle (opened in 1963).
- 1962** Master plan for vocational education issued by the State Department of Education recommending expansion of two existing VTIs and the addition of two new ones.
- 1963** Referendum passed by Maine voters, establishing Androscoggin State Vocational Institute (now CMCC) in Lewiston. (Moved to Auburn in 1966.)
- 1964** Legislature established Eastern Maine VTI in Bangor (opened in 1966). Existing institutes renamed to SMVTI, CMVTI, NMVTI.
- 1968** Maine voters passed bond issue establishing Washington County VTI (opened in 1969).
- 1969** Legislature established Kennebec Valley VTI in Waterville. (Moved to Fairfield site in 1983.)
- 1981** Maine voters passed \$7 million bond issue for buildings and repairs.
- 1984** Maine voters passed \$12.9 million bond issue for capital improvements and renovations at six VTIs.

- 1985** Maine voters passed \$2.2 million bond issue for equipment and trade purchases at six VTIs.
- 1986** Legislature separated VTIs from State Department of Education; established MVTIs as independent system and Board of Trustees as sole policy-making authority.
- 1988** System Office began assuming System-wide functions previously provided by the state.
- 1989** Legislature renamed Maine Vocational Technical Institute System to Maine Technical College System to reflect role as postsecondary education system. Each VTI renamed Technical College. Maine voters approved \$20 million bond issue for capital improvements.
- 1994** Establishment of *Maine Quality Centers* program.
- 1994** Legislature established York County Technical College (opened in 1995). Maine voters approved \$5 million bond issue for capital equipment.
- 1998** Created the Community College Partnership of Maine with the University of Maine System. Board of Trustees approved addition of the associate in arts transfer program.
- 1999** Maine voters passed \$26.4 million bond issue for capital improvements at all seven technical colleges. Technical colleges added associate in arts credential.
- 2001** Employees and Board of Trustees endorsed "Statement of Core Services and Attributes of Maine's Community Colleges – A Comprehensive Two-year College System."
- 2003** Governor Baldacci proposed legislation officially establishing the Maine Community College System, which won strong bipartisan endorsement by the 121st Maine Legislature. The Governor's bill officially changing the Maine Technical College System to the Maine Community College System passed on March 27, 2003, and was signed into law on March 31st.
- 2003** MCCS established *Early College for ME* to provide a bridge to college for high school students with academic potential but no plans for college.
- 2006** MCCS undertook *Envision the Future*, a comprehensive planning process designed to engage faculty, staff, administrators, and trustees in a dialogue

focused on how each college and the MCCS as a whole could position itself to meet Maine's future needs.

- 2006** Governor convened the Community College Advisory Council—comprised of leaders from the private sector, organized labor, and economic development—to examine future workforce and educational demands and community colleges' capacity to meet those demands. Council's recommendations included growing the MCCS to 30,000 within ten years and an initial state investment of \$20.3 million to immediately increase enrollment by 4,000 students.
- 2007** Voters approved MCCS facilities improvement bond for \$15.5 million—part of a larger \$43.5 million bond for higher education.
- 2007** MCCS President John Fitzsimmons undertook a statewide listening tour throughout rural Maine to determine how Maine's community colleges could further assist in strengthening the economy of rural Maine. The result: a \$6.2 million initiative to increase scholarships for rural Maine students, establish *Bring College to ME* to offer degree programs on an intermittent basis to underserved areas of the state, increase financial assistance for students' child care costs, increase distance learning opportunities, and expand the reach of the *Maine Quality Centers* and *On Course for College* programs.

The economic and demographic landscape

The changing face of Maine: an economy in transition

Perhaps more than any other state in the nation, Maine has been defined by its abundant natural resources. For centuries, our economy was shaped by our forests, rivers, and coastline and by the manufacturing industries fueled by those resources. What we were—a state of paper makers and textile workers, lobstermen and lumberjacks—has so profoundly shaped how we perceive ourselves that it is often difficult to comprehend that this is no longer who we are.

In 1950, one of every two jobs in Maine was a manufacturing job. Textile mills and shoe shops employed thousands of workers in Sanford and Lewiston and Waterville. By the 1960s Maine's paper mills, from East Millinocket to Madawaska to Bucksport, had made Maine the nation's leading paper-producing state.

But in the 1960s, some of the mill jobs began to migrate out of Maine to other parts of the country that were more centrally located or where operating expenses were lower. Over the past

forty years, the state has continued to lose manufacturing jobs, most recently to Asia and Latin America and other parts of the world where the cost of labor is significantly less.¹

Fifty years ago, half of the jobs in this state were manufacturing jobs.² Today, only about 10 percent of Maine people work in manufacturing. Between January of 2000 and March of 2006, 25,000 Maine workers filed unemployment claims, the result of some 250 mass layoffs, many of them in manufacturing.³ Some of those lost jobs were physically difficult, dangerous, and low-wage, but thousands more paid well and provided excellent benefits and job security. And a great many of them required little in the way of formal education.

The majority of Maine's traditional manufacturing jobs are gone and are unlikely ever to return. With them has gone the ability of many Maine people to build a secure future, one constructed on hard work—and relatively little formal education.

Maine's new economy

Maine—like the nation—continues to undergo a transition to a service- and knowledge-based economy. This shift presents enormous challenges *and* significant opportunities, both for individual workers and for Maine's economy as a whole. For those with few skills and little training, service sector jobs can be low-wage with few, if any, benefits. However, for higher skilled workers, the opportunities are considerable.

Recognizing the need to target industries with the greatest potential for producing high skill, high wage jobs, the state's economic development strategy seeks to support both evolving and emerging areas of Maine's economy that enjoy—or could enjoy—a competitive advantage. These include mature Maine industries such as forest products and marine-related activities; evolving industries such as health care; and emerging industries such as biotechnology, biomedical research, and financial services.

Strategic investments in research and development (R&D) are central to the state's efforts in these areas. Through the Maine Technology Institute and the University of Maine's Office of Research and Economic Development and in partnership with many private employers, Maine has supported R&D aimed at assisting mature industries in developing new products, technologies, and processes. At the same time, Maine has promoted R&D efforts targeted to new and innovative sectors of the economy such as composite materials and digital information.

The evolution of Maine's economy does not mean the end of many mature Maine industries. It will, however, mean a significant transformation of them—one that is already well underway. Nowhere is this more evident than in manufacturing. In spite of the dramatic job losses the state has experienced in its paper, textile, and shoe industries, manufacturing remains an important part of Maine's economy, providing nearly 60,000 jobs in 2007.

¹ Maine Pulp & Paper Association. "A Brief History of Papermaking in Maine."

² Maine State Planning Office. Laurie Lachance—State Economist, "Maine's Investment Imperative"

³ U.S. Department of Labor, Bureau of Labor Statistics.

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

The common denominator: skilled workers

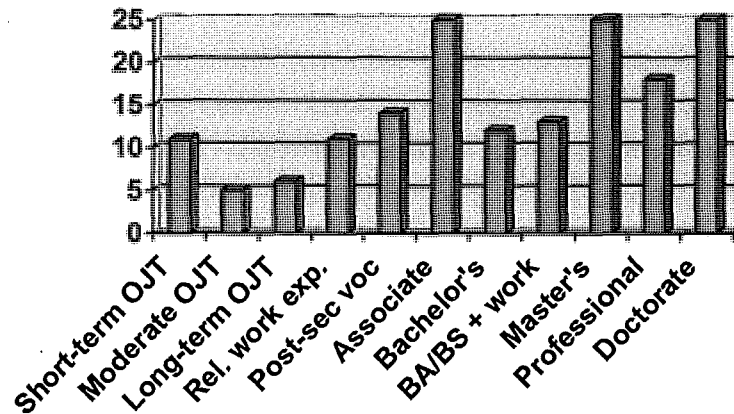
It is easy to believe that many of the jobs in a service- and knowledge-based economy of the future will require high skill levels. The majority of jobs in growing industries such as health care, education, financial services, and biotechnology require trained professionals to do the work. It is also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

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

This shift toward higher skilled labor has already occurred in Maine's economy. According to the Maine Department of Labor, the number of jobs in occupations requiring some form of post-secondary education or training is expected to rise by 16 percent between 2002 and 2012, while the number not requiring education beyond high school is expected to increase by only eight percent.⁴

⁴ Maine Department of Labor, Labor Market Information Services. "The Relationship Between Education and Unemployment and Earnings."

Projected percent job growth by level of education/training typically required for entry⁵



The impact of this shift is being felt by employers across the state. While the demand for skilled workers exists, a ready supply does not. In fact, the Maine Chamber of Commerce reported in 2004 that nearly 50 percent of its members were having a difficult time finding skilled workers. A recent analysis by the MCCA identified a projected annual shortage of more than 4,200 workers trained at the community college level.⁶ At a median wage of \$32,000, this represents approximately \$134 million in annual wages and over a ten-year period adds up to a shortage of tens of thousands of jobs. For Maine companies, this lack of skilled workers translates into lost business opportunities, higher operating costs, and stalled economic growth. It also means that companies must look beyond Maine's borders for skilled labor. For Maine people, the result is missed job opportunities and the lost wages associated with good-paying jobs.

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

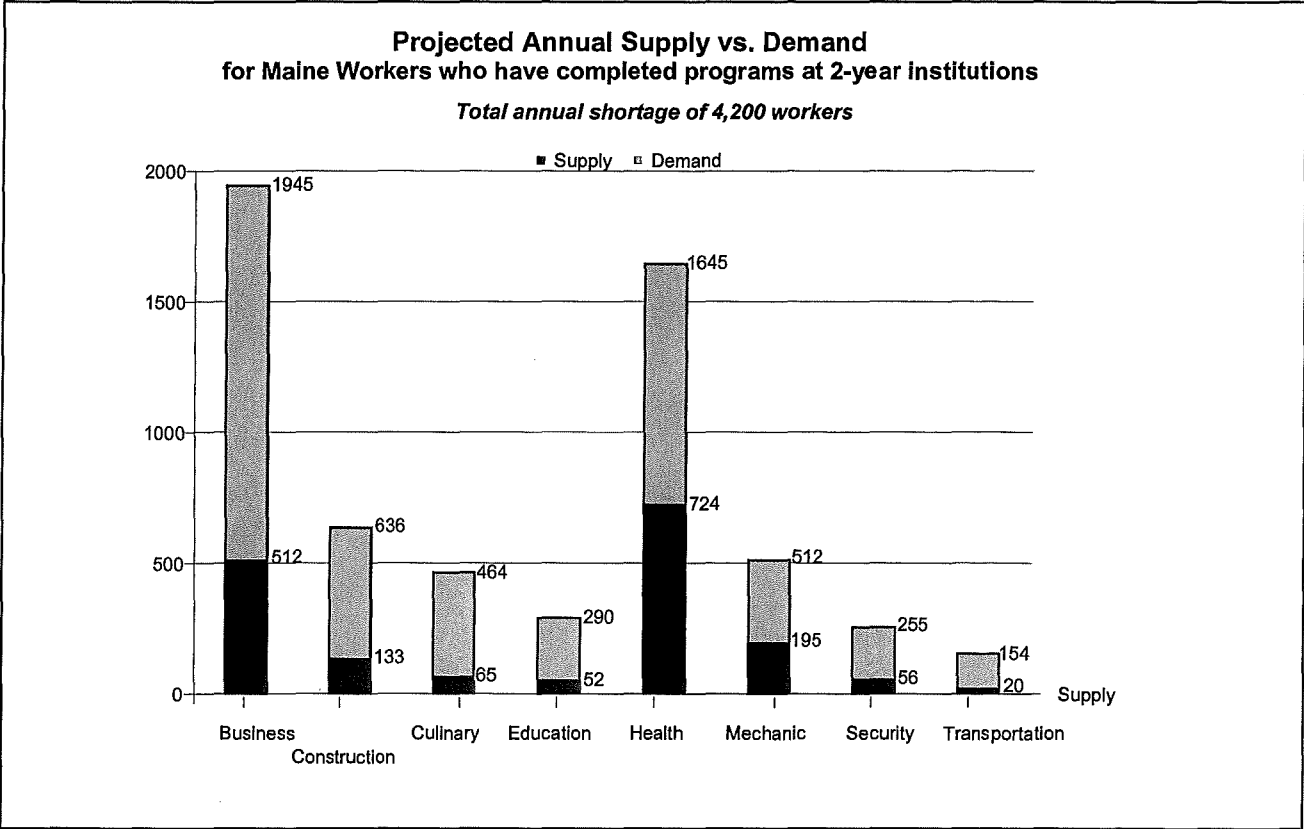
The analysis found that Maine's economy is likely to produce more than 6,500 openings each year for workers with a certificate, diploma, or associate degree. Yet the MCCA—which awards more than 70 percent of these credentials—together with other schools will not be able to meet the demand for these workers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

⁵ Ibid.

⁶ The full MCCA analysis is available on the Web site of the Maine Community College System: <http://www.mcca.me.edu/about/gapanalysis.pdf>.

Maine’s health care system offers a case in point. Already taxed by a serious shortage of qualified workers, the industry expects to see dramatic increases in demand for registered nurses and licensed practical nurses and for medical assistants and other paraprofessionals. Maine’s community colleges are one of the state’s top producers of health care workers. However, in recent years, the System has received hundreds more applicants for its health programs than it can enroll.

The student and employer demand exists for these programs and for many others. The capacity to meet the demand does not.



The unchanging face of Maine: demographic trends and realities

If the team we’re fielding today is the team we’ll be fielding tomorrow, if we’re not expecting many new players, then to compete successfully we must fundamentally upgrade the skill level and educational attainment of every member of our team.

—Laurie Lachance, president, Maine Development Foundation

Although Maine’s economy continues to change at a rapid pace, Maine’s workforce does not. The state’s population is growing slowly, getting older, and remaining relatively homogeneous. These trends pose a series of pressing challenges for the state.

Over the next 25 years Maine's population is projected to grow about 10 percent, while the U.S. population as a whole will grow about 30 percent. According to one estimate, this means that 80 percent of those who will be working in Maine a decade from now are already on the job.⁷ Many of them entered a workforce that required a different set of skills than those demanded by the current economy.

Although Maine's population is projected to grow very slowly in the coming years, it will age rapidly. Maine's median age is 40,⁸ making it the oldest state in the nation when measured by median age.⁹ By 2030, one in four Mainers will be 65 or older.¹⁰ And as a result of Maine's low birth rate, the number of high school graduates is expected to continue to decline over the next decade.¹¹

This means that a large segment of Maine's population will leave the workforce in the next two decades and that there will be few new workers to take their place, grow the economy, attract new business, and provide the services and supports an aging population will require.

The Maine skill set

The work ethic of Maine's people is well-known and well-deserved. For generations, Maine employers have been quick to praise their workers' productivity and dedication. But in an economy based increasingly on technology and information, hard work alone is no longer enough to ensure long-term prosperity, either for individuals or for the economy. Education is increasingly essential, and in this regard, Maine people lag behind the competition.

Today, just 37 percent of Maine people between the ages of 25 and 64 hold an associate, bachelor's, or advanced degree, compared with the New England average of 46 percent.¹²

In 2006, only 57 percent of Maine students enrolled in college within 12 months of graduating from high school, the lowest college-going rate in New England and a decline of 5 percent between 2003 and 2006.¹³ This means that each year, about 6,000 young Maine people leave high school and enter the world of work with limited options and little hope for a secure and prosperous future—an alarming prospect for them and for the state.

At a time when most of the best jobs in Maine require advanced training, boys and men across the state are turning away from higher education. Thirty years ago, men made up 55 percent of students enrolled in the University of Maine System. In the fall of 2007, only 39 percent of its

⁷ Catherine Reilly, remarks to Governor's Community College Advisory Council, 3/1/06.

⁸ U.S. Census Bureau, 2004 American Community Survey.

⁹ FDIC State Profiles. Maine State Profile, Spring 2006.

¹⁰ Catherine Reilly, remarks to Governor's Community College Advisory Council, 3/1/06.

¹¹ Source: Maine Department of Education. Scott Knapp presentation to Governor's Community College Advisory Council, 5/4/06.

¹² Maine Compact for Higher Education, Indicators of Higher Education Attainment in Maine, August 2007.

¹³ Maine Compact for Higher Education, Indicators of Higher Education Attainment in Maine, August 2007.

students were male. On average, just 40 percent of 11th-grade boys in Maine met or exceeded standards on standardized tests in 2003-2004, compared with 57 percent of girls.¹⁴

Boys are not the only group to lag behind their peers. Many individuals who will need to continue their education after high school in order to secure well-paying jobs—those who might not have traditionally gone on to college—are likely to need remedial assistance and academic support services once they step on campus. Nationally, 28 percent of those who entered college in 2000 took at least one remedial course. For students entering two-year public institutions that year, the percent was considerably higher: 42 percent enrolled in at least one remedial course.¹⁵

The implications

Economic, financial, and cultural factors have all contributed to Maine's persistently low college participation rate. When the state's economy was sustained by its natural resources and manufacturing base, many Maine people were able to find decent work that did not require education and training beyond high school. Yet as several disturbing statistics indicate, that is simply no longer the case. In the current economy, the correlation between an individual's education attainment and his or her level of income is dramatic, compelling, and deeply troubling.

- The unemployment rate for Maine workers with only a high school diploma is more than a third higher than for those with some college or an associate degree.¹⁶
- A significant wage premium exists for Maine workers who have an associate degree or higher. Workers with an associate's earn 47 percent (\$6.79) more per hour than those with a post-secondary vocational certificate. And annual earnings of full-time workers increase significantly with each successive level of education attainment.¹⁷
- The implications of this wage differential are evident throughout Maine. Cumberland County, with the highest proportion of working-age adults who hold at least an associate degree, has the highest per capita income in the state. Washington and Piscataquis counties have the state's lowest per capita income, and along with Somerset County, the lowest educational attainment.¹⁸

The burdens and challenges faced every day by individuals who have low skills and little education are also evident throughout Maine.

¹⁴ *Maine Sunday Telegram*, "Boys in Jeopardy at School," March 26, 2006.

¹⁵ U.S. Department of Education, National Center for Education Statistics. "Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000." Accessed 8/14/06 at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004010>.

¹⁶ Maine Department of Labor, Labor Market Information Services. "The Relationship Between Education and Unemployment and Earnings." Accessed 6/14/2006 at <http://mainegov-images.informe.org/labor/lmis/pdf/EducationUnemploymentEarnings.pdf>.

¹⁷ Maine Compact for Higher Education, Indicators of Higher Education Attainment in Maine, August 2007.

¹⁸ Maine Compact for Higher Education, Indicators of Higher Education Attainment in Maine, August 2007.

- Between 2003 and 2005, the percentage of Maine people living in poverty was 11.9, significantly higher than the New England average of 9.5 percent.¹⁹
- Over 8 percent of Maine workers hold two or more jobs, far more than the national average of 5.2 percent, a fact that suggests that too many Mainers are unable to find work that allows them to make ends meet.²⁰ And this rate appears to be increasing for those with little education. According to a recent survey of working-age adults in Maine who do not hold a college degree, 15.8 percent held at least two jobs, more than double the percentage of those who responded to a similar survey in 2001.²¹
- In recent years, the average income of the richest 20 percent of families in Maine was \$103,785; the average income for the poorest 20 percent was \$15,975. Over the past 20 years, this income gap between the rich and poor in Maine has increased by 38 percent.²²

Clearly, economic and demographic trends combined with the state's persistently low college-going rate are already having a profound, and profoundly negative, impact on the lives of thousands of Maine people who are struggling to stay afloat in a changed economy. These challenges will only become more daunting and destructive if we do not face them head on.

Trends in 2-year college education

Economic and demographic realities

Economic and demographic forces will have a significant and long-lasting impact on all of higher education. For two-year colleges—especially Maine's community colleges—the effect of these changes is likely to be profound as:

- the state's economy continues to shift away from traditional manufacturing and natural resource-based industries and toward a knowledge-based economy;
- Maine jobs increasingly require some level of higher education;
- Maine's population ages, and those already in the workforce find that they must upgrade or retool their skills in order to obtain good-paying jobs with solid benefits; and
- Maine's high school graduates—especially those who have not traditionally gone to college—look to the community colleges as an affordable, practical means of obtaining job skills or starting on the path to a baccalaureate degree.

¹⁹ Maine Development Foundation, Measures of Growth 2007.

²⁰ Maine Department of Labor, Labor Market Digest, December 2007.

²¹ Survey of Maine Citizens Who Have Not Attained a College Degree. Strategic Marketing Services, April 2006.

²² Jared Bernstein, Elizabeth McNichol, Karen Lyons. *Pulling Apart: A state-by-state analysis of income trends*. (Washington, DC: Center on Budget and Policy Priorities) January 2006.

All of these forces are likely to result in increased demand for the programs and services of Maine's community colleges. It is also likely that many of the students who will turn to the community colleges will require some level of academic or personal support in order to be successful.

Access

Surveys completed in 2001 and 2006 of Maine adults ages 18 to 55 who have not received a college degree suggest that tens of thousands of Maine citizens have an interest in pursuing higher education. The 2006 survey reported that approximately 55,000 individuals were "very interested" in pursuing a college degree.

Asked why they had not pursued a degree, respondents cited as the most common reasons the cost of college and family and work commitments. Asked what factors would make pursuing a college degree easier, the most common responses were low cost and financial aid, degree offerings leading to specific jobs of interest, the ability to attend college part-time, a convenient schedule (evening and weekend courses), a convenient location, the ability to transfer credits from one college to another, help preparing for college, small classes, courses available over the Internet, and help with coursework and career planning.

The survey findings provide clear affirmation that Maine's community colleges are on the right track to serve those who will increasingly turn to two-year colleges to obtain the skills and credentials needed to compete in Maine's changing workforce. The System already has in place—or has begun to put in place—many of the attributes that are of greatest importance to those interested in returning to school to obtain a degree: affordable offerings; colleges in regions across the state, along with numerous off-campus centers and sites; evening and weekend courses; AdvantageU and its comprehensive transfer agreements; academic and career counseling; and small colleges that offer students a comfortable, supportive environment. These attributes will need to be strengthened and developed as more and more Maine people with increasingly varied needs turn to the community colleges for post-secondary education.

Maine's community colleges have been quick to respond to the educational needs of Maine citizens and their communities. The System must continue to listen carefully to these needs in order to ensure that, whenever possible, new barriers do not emerge to keep Maine people from accessing higher education.

In addition, a number of ongoing and emerging issues will require increased attention from Maine's community colleges.

College readiness

In a series devoted to an examination of trends in higher education, the *Chronicle of Higher Education* has noted that some states are already finding that they must invest heavily to raise

adult literacy levels simply to meet the basic needs of employers.²³ And a working paper on college readiness prepared by the Manhattan Institute for Policy Research found that only 32 percent of all students leave high school qualified to attend four-year colleges. As more high school students seek to enroll in the community colleges directly out of high school, as Maine's immigrant and refugee populations continue to grow, and as more individuals come to the community colleges from adult education programs, the demand—and need—for developmental offerings and academic and personal support services is likely to grow.

Accountability: student retention and success

The current demand for accountability in higher education has been growing since the 1980s, spurred on by the development of K-12 standards and assessment tools and by the rapidly rising costs of higher education. Scott Jaschik recently wrote in an article in *Inside Higher Education*:

[Higher education has experienced fundamental change] over the last few generations—a change colleges have embraced without realizing the full political implications.... That change is the shift away from viewing college as something for “a privileged few” and instead viewing it as something that everyone needs.

The article went on to note that, when viewed as a necessity, higher education comes under much greater scrutiny by policy makers and the public. As a result, lawmakers are increasingly concerned with college access, what students actually learn, and how much college costs. This push for accountability may result in national testing and assessment programs; it could result in a push for public institutions to make available the objectives and results of their programs and to provide evidence that learning outcomes are both objective and demonstrable. At the very least, many observers believe that higher education needs to move toward a “culture of evidence” about what students actually learn in college.²⁴

As Maine's community colleges grow and become a larger part of the education landscape in Maine, the push for evidence of the colleges' success will likely continue to increase, and the work already underway on measuring student learning and outcomes will intensify.

The changing needs and expectations of students

In remarks to the MCCS Dirigo Institute in June 2006, Dr. Charles Dziuban of the University of Central Florida discussed the needs and expectations of the new (or next) generation of learners and stressed the fundamental differences in the way this generation approaches knowledge acquisition, problem-solving, and moving into the workforce. He argued that these differences—many of them driven by this generation's proficiency with a variety of technologies—will

²³ *Chronicle of Higher Education*, “Higher Education 2015: How will the future shake out?” 11/25/05

²⁴ *Inside Higher Education*, “Crisis of Confidence,” 2/13/06.

require colleges to continue to examine and change the way courses are taught and information delivered.

While some have forecast that higher education will increasingly be delivered online and that traditional, classroom-based education will gradually lose ground, Dziuban and many others suggest that the most effective teaching and learning models will be those that blend online and face-to-face instruction, offering easier access for those attempting to balance family, jobs, and school, and at the same time, ensuring meaningful interaction between and among students and faculty. As he notes, the number of universities offering blended courses is growing rapidly. Citing one study, Dziuban notes that “Students in blended courses touted the benefits of the online portion of the course, which allowed them the freedom to perform some of the course instruction at their own flexibility, a feature important for these students, many of whom needed to work. However, many of them also mentioned the value of the face-to-face component, which they felt helped them both academically and in building professional relationships and a strong sense of community.”²⁵

In short, the work and family pressure experienced by many students, combined with a new generation raised on the convenience and immediacy of technology will continue to have a significant impact on how colleges deliver education. Those forces will result in new and changing student expectations and will also have an impact on how colleges deliver student services—everything from college admissions to the campus bookstore.

Competition in higher education

The continued growth of for-profit educational institutions and online universities means that traditional colleges and universities are being forced to compete for students. As an article in *The Economist* noted last year, “Private companies are trying to break into a sector which they regard as ‘the new health care.’”²⁶ This increased competition underscores the need of Maine’s community colleges to continue to understand and respond to student and industry needs, to adapt to changes in technology, and to maintain high standards of quality and accountability.

Growth and adaptation with limited resources

As detailed in the following section on government support, higher education is likely to continue to face little if any growth in government funding. As a result, the trends outlined in this section will need to be addressed with limited resources. Increasingly, community college presidents, who once were expected to do relatively little fundraising for their institutions, find themselves playing a more central role in that work, which often pulls them away from other administrative responsibilities. This is certainly true in Maine, where the amount of gifts and

²⁵ Charles Dziuban, Patsy Moskal, and Joel Hartman. “Higher Education, Blended Learning, and the Generations: Knowledge is Power No More,” Research Initiative for Teaching Effectiveness, University of Central Florida.

²⁶ *The Economist*. “The brains business,” 9/10/05.

grants secured by the community colleges has increased from \$665,000 in 2002 to \$6.2 million in 2007. This need to secure new sources of funding will undoubtedly increase in importance in the coming years, and this trend, like a number of others documented here, illustrates the ongoing need for Maine's community colleges to be agile and resourceful and responsive to the needs of the communities they serve.

Government support and funding

State support

Students and their families pay only part of the cost of higher education; the balance comes from a variety of sources. At public colleges and universities, tuition levels are significantly lower than institutional costs, because nationwide, state governments provide about \$60 billion per year in funding to higher education. But the share of total costs covered by state appropriations has declined in recent years, while the share covered by tuition and fees has increased.²⁷

Maine is no exception.

State appropriations to the Maine Community College System have long represented the single largest source of financial support for the System. In the early 1980s, nearly 66 percent of the state's vocational technical institute budget was funded by state appropriation. In recent years, as the table below illustrates, that percentage had decreased dramatically—to 43 percent. As a result, the System has had to rely on revenue from tuition and fees to fund an increasing portion of its budget. By 2005, 23 percent of the System's revenues came from student charges.²⁸

Maine Community College System Sources of Revenue, 2001 and 2005

	June 30, 2001	Percent of Total	June 30, 2005	Percent of Total
State Appropriations	40,873,629	52%	44,648,132	43%
Student Charges	15,095,949	19%	23,931,015	23%
Government Grants	11,941,837	15%	20,630,437	20%
Auxiliary Enterprises	5,148,940	7%	8,813,542	8%
Private Gifts & Grants	3,210,611	4%	3,370,397	3%
Other Income	2,294,796	3%	3,055,159	3%
Total Revenues	78,565,762	100%	104,448,682	100%

According to the College Board, average inflation-adjusted tuition prices at community colleges across the country rose 22 percent over the past decade,²⁹ and it is likely that these major jumps

²⁷ *Inside Higher Education*: The Abandonment of Community Colleges.

²⁸ Source: Maine Community College System audited financial statements: Revenue Distribution—Current Funds

²⁹ College Board. Trends in Student Aid, p. 2.

in tuition will continue for the foreseeable future as state governments—and Maine’s is no exception—grapple with dramatic growth in expenditures in a number of areas, most especially health care, particularly Medicaid, and in aid to local schools.

Federal support

Since World War II and the advent of the GI Bill, the federal government has supported millions of Americans in their efforts to obtain a college degree. Initially, this assistance took the form of scholarships and grants, and subsidies, such as the Pell Grants, that were specifically designed to help open the doors to higher education for students from low-income families.

Today more than 75 percent of full-time MCCS students receive some form of financial aid.³⁰ However, that aid does not go as far as it once did, especially for low-income students.

Since the 1980s, government funds have covered a shrinking portion of college costs and have shifted away from grants toward loans. In 1980, 41 percent of all financial aid dollars were in the form of loans; by 2006, 59 percent were.³¹ At the same time, inflation has eroded the purchasing power of the Pell Grant for low-income students. In 2001-2002, the Pell Grant covered 42 percent of the average public four-year tuition, fees, and room and board. By 2004-2005, it covered only 36 percent.³² Although the maximum Pell Grant was increased by \$260 in 2007, it has not kept pace with increased college costs.

The cost of borrowing has also increased. In 2006, the interest rate on outstanding federal Stafford loans rose from 5.3 percent to 7.14 percent; future loans will be fixed at 6.8 percent. In recent years, the rate for the Parent Loan for Undergraduate Students—the PLUS loan—rose from 6.1 percent to 7.94 percent and is now fixed at 8.5 percent.³³

In addition, the federal government’s most recent higher education initiatives have focused not on scholarships and grants, but on tax subsidies for programs such as the HOPE credit, Section 529 plans for college-saving, and education IRAs. These newer federal initiatives have extended federal assistance for higher education to middle- and upper-income families, but have done little to provide additional assistance to low- and moderate-income families.³⁴ As a result, many MCCS students face significant financial challenges as they seek to enroll and remain in even the most affordable institutions of higher education.

As the Urban Institute noted in a 2004 report on federal financial aid, “Despite the substantial ... benefits of college attendance, enrollment rates have remained substantially lower among students from low- and moderate-income families than among students from high-income families. The continuing differential in enrollment rates limits both economic mobility and

³⁰ Maine Community College System 2005-06 Fact Sheet.

³¹ *Atlantic Monthly*, November 2006.

³² College Board. Press release. “Grant aid continues to increase but at a slower rate than student loans,” 10/18/05.

³³ *Portland Press Herald*: “Student loans to become costlier,” June 2006, and www.salliemae.com, 1/16/08.

³⁴ College Board. *Trends in Student Aid*, 2005, p. 3.

economic growth. The shift toward subsidizing education through the tax code, the dramatic growth in tuition at public universities, and the migration toward merit-based rather than need-based state and institutional awards, may all be exacerbating the gap in enrollment rates.”³⁵

In addition to federal financial aid programs, Maine’s community colleges receive federal funding from a variety of sources, i.e., Carl D. Perkins, TRIO, the Fund for the Improvement of Post-Secondary Education (FIPSE), and Title III: Strengthening Institutions. Funding from these programs has remained fairly consistent in recent years and typically represents between 15 and 20 percent of the MCCS budget. However, Perkins funding has been zeroed out in each of the President’s recent budgets; the administration has called for dramatic reductions in FIPSE and has pushed for the elimination of some TRIO programs and the flat-funding of others. In recent years, the President has also called for flat-funding of Title III.

The pressures on these programs are likely to continue as the federal government grapples with dramatic growth in the costs of entitlement programs (Social Security, Medicaid, Medicare), the costs of the war on terror (military spending, homeland security), and tax cuts.

³⁵ Urban Institute. *Federal Financial Aid for Higher Education*, 2004.

Strategic Plan

Goals, objectives, and measures

GOAL 1 INCREASE ENROLLMENT TO 20,000 STUDENTS BY FALL 2012 THROUGH INCREASED CAPACITY, ACCESSIBILITY, AND AFFORDABILITY.

OBJECTIVE 1.1 Increase total enrollment.

MEASURE 1 To grow to 20,000 students, MCCS will enroll an additional 5,000 students, if the state provides funding for 1,250 additional students each year between fall 2009 and fall 2012. Without this funding for increased enrollment, the colleges anticipate limited enrollment growth from 13,845 students to 15,000 students by fall 2012.

MEASURE 2 Increase scholarships awarded System-wide to \$2,500,000 by 2013.

OBJECTIVE 1.2 Improve student advancement/retention.

MEASURE 1 Each college will report annually on its results in student advancement/retention using the definitions and methodology for calculating advancement/retention success provided in the Student Retention Benchmarking Committee Report (November 1997).

MEASURE 2 System President, in consultation with the college presidents, will conduct a review of the guidelines for reporting student advancement/retention by June 2010.

OBJECTIVE 1.3 Increase awareness of the benefits of attending community college and encourage additional enrollment through partnerships with employers, secondary schools, other external organizations, and within the community colleges.

MEASURE College President will report annually on the partnerships in which the college is engaged.

GOAL 2 IMPLEMENT *Envision the Future* PLANS AT EACH COLLEGE.

OBJECTIVE 2.1 Demonstrate progress on plans created by each college guiding the institutions into their next phase of development as community colleges.

MEASURE College Presidents will report annually to the Board of Trustees on progress made on each of the colleges' top priorities identified in their plans.

GOAL 3 BE AN EDUCATIONAL LEADER IN ECONOMIC DEVELOPMENT AND AN INNOVATIVE CONTRIBUTOR TO ECONOMIC GROWTH.

OBJECTIVE 3.1 Increase the credit and non-credit headcount generated by the divisions serving business and industry.

MEASURE 1 System-wide headcount will be reported each year and monitored.

MEASURE 2 *Maine Quality Centers* will be measured by the following criteria:

- Achieve a total of 1,250 individuals trained between 2008 and 2012.
 - Achieve a total job placement of 1,000 individuals between 2008 and 2012.
 - Achieve a return on investment to the state for *Quality Centers'* education and training funds within 36 months of date of hire.
-

GOAL 4 EXPAND HIGHER EDUCATION OPPORTUNITY IN RURAL AREAS OF MAINE.

OBJECTIVE 4.1 Provide more financial assistance to address income challenges.

MEASURE 1 The System will award 250-300 scholarships each year beginning in 2009-2010 to students from rural Maine studying at a Maine community college.

MEASURE 2 Each college will report on the number of students with demonstrated financial need who receive child care assistance to be funded under the MCCS Rural Initiative at \$150,000 per year.

OBJECTIVE 4.2 Bring community college programs out to rural areas.

MEASURE 1 System will select and implement the five new health care programs to initiate *Bring College to ME* by fall 2008.

MEASURE 2 Each college will report annually on enrollment in all programs funded under *Bring College to ME*.

OBJECTIVE 4.3 Increase distance learning opportunities.

MEASURE Each college will add ITV services to an off-campus location not later than June 2009 and report annually the enrollment from rural areas served through their ITV location(s).

OBJECTIVE 4.4 Increase high school students' access to the community colleges.

MEASURE Beginning in fall 2008, make 250 tuition-free courses available annually to students living in rural Maine through *On Course for College* and report on the enrollment in this M CCS-funded program.

OBJECTIVE 4.5 Expand workforce training opportunities for small rural businesses.

MEASURE *Maine Quality Centers* will report annually on the number of applications submitted for projects and on the projects approved in rural areas for employers with fewer than eight employees.

GOAL 5 ENSURE ACCOUNTABILITY FROM SYSTEM AND COLLEGES TO STUDENTS, MAINE EMPLOYERS, AND THE STATE.

OBJECTIVE 5.1 Ensure that a high standard of accountability is achieved in the outcomes the System and colleges offer students, employers, and the state.

MEASURE 1 Maintain a System-wide combined rate of at least 94% of graduates continuing their education (full- or part-time) and/or employed within nine months of graduation.

MEASURE 2 Maintain a minimum 85% success rate of graduates taking certification and/or licensure examinations as required for employment.

MEASURE 3 Colleges will continue to meet the requirements of CIHE accreditation standards.

MEASURE 4 Maintain financial integrity of the MCCS through achievement of “unqualified” annual audit reports consistent with GASB standards.

OBJECTIVE 5.2 **Increase financial support for the MCCS and increase investments in capital assets.**

MEASURE 1 To reflect efforts to increase financial support, each college and the System Office will report annually on the amount of cash and equipment, including grants, obtained.

MEASURE 2 Each college will maintain an annual capital plan and budget that details short- and long-term capital needs.

MEASURE 3 Each college will report annually the investments made to address its capital needs listed in Schedule III of the biennial budget.

OBJECTIVE 5.3 **Ensure that the System and colleges meet measurable indicators of quality, where possible, when compared to regional or national standards in programs, employer satisfaction, and institutional effectiveness.**

MEASURE 1 Each college will achieve a rating that equals or exceeds the national mean for two-year public colleges in the core services measured by the Noel-Levitz Student Satisfaction Inventory and the benchmarks for the Community College Survey of Student Engagement. These surveys will be administered in alternating years.

MEASURE 2 Programs that hold national certification will follow the employer satisfaction survey requirements of their accrediting organization and will report results as part of the MCCS Program Review Process.

OBJECTIVE 5.4 **Create a work environment that is conducive to achieving excellence in all areas of the System.**

MEASURE 1 Monitor employee satisfaction with the work environment using the nationally recognized Personal Assessment of the College Environment (PACE) Survey, for which the System-wide composite average for each domain will be at or above the national average.

MEASURE 2 Each college will maintain and update a comprehensive emergency response plan.



Maine Community College System

MISSION STATEMENT

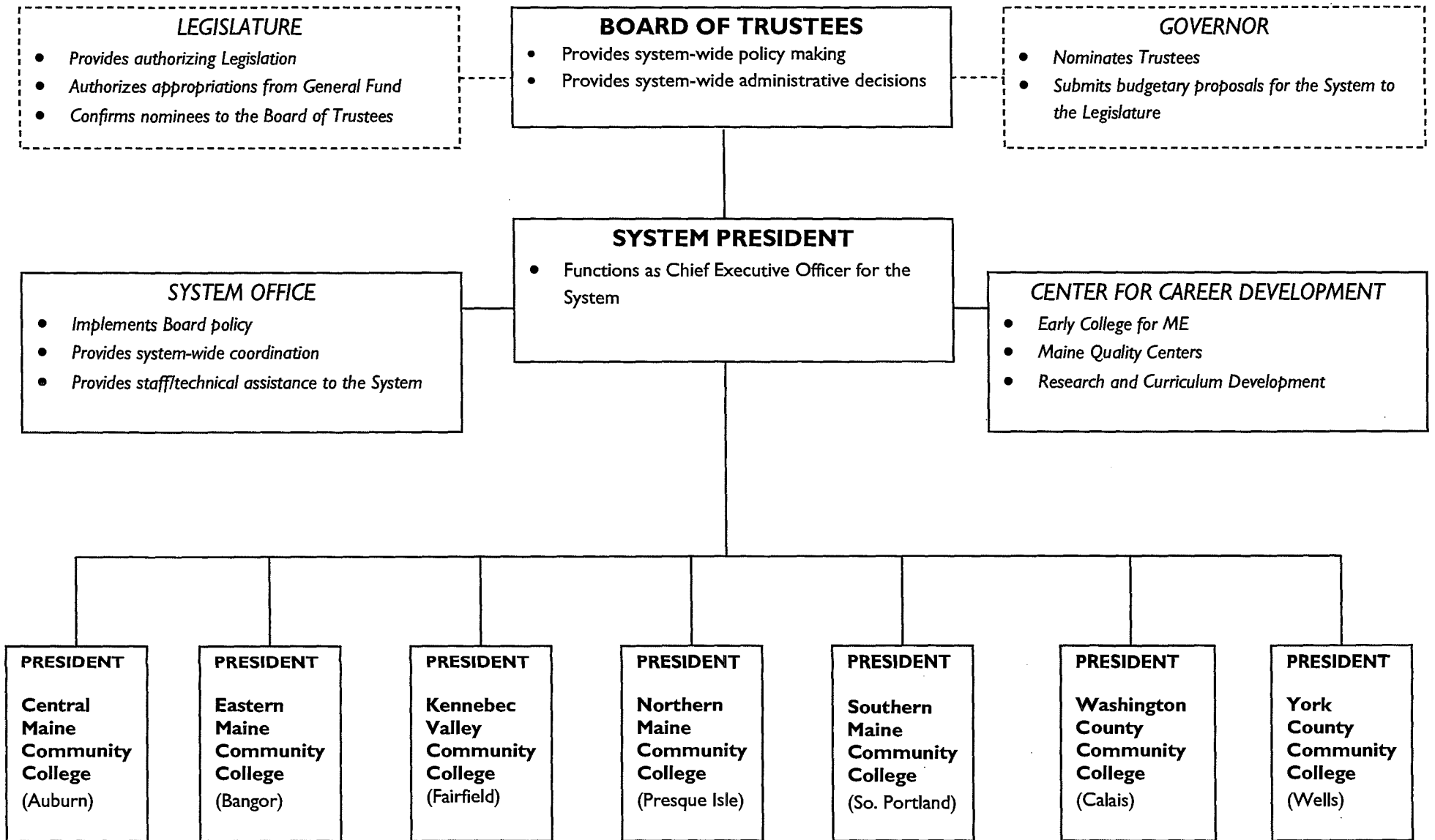
The basic mission of the Maine Community College System is to provide associate degree, diploma, and certificate programs directed at the educational, occupational, technical, and transfer needs of the state's citizens and the workforce needs of the state's employers ... to create an educated, skilled,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

VISION STATEMENT

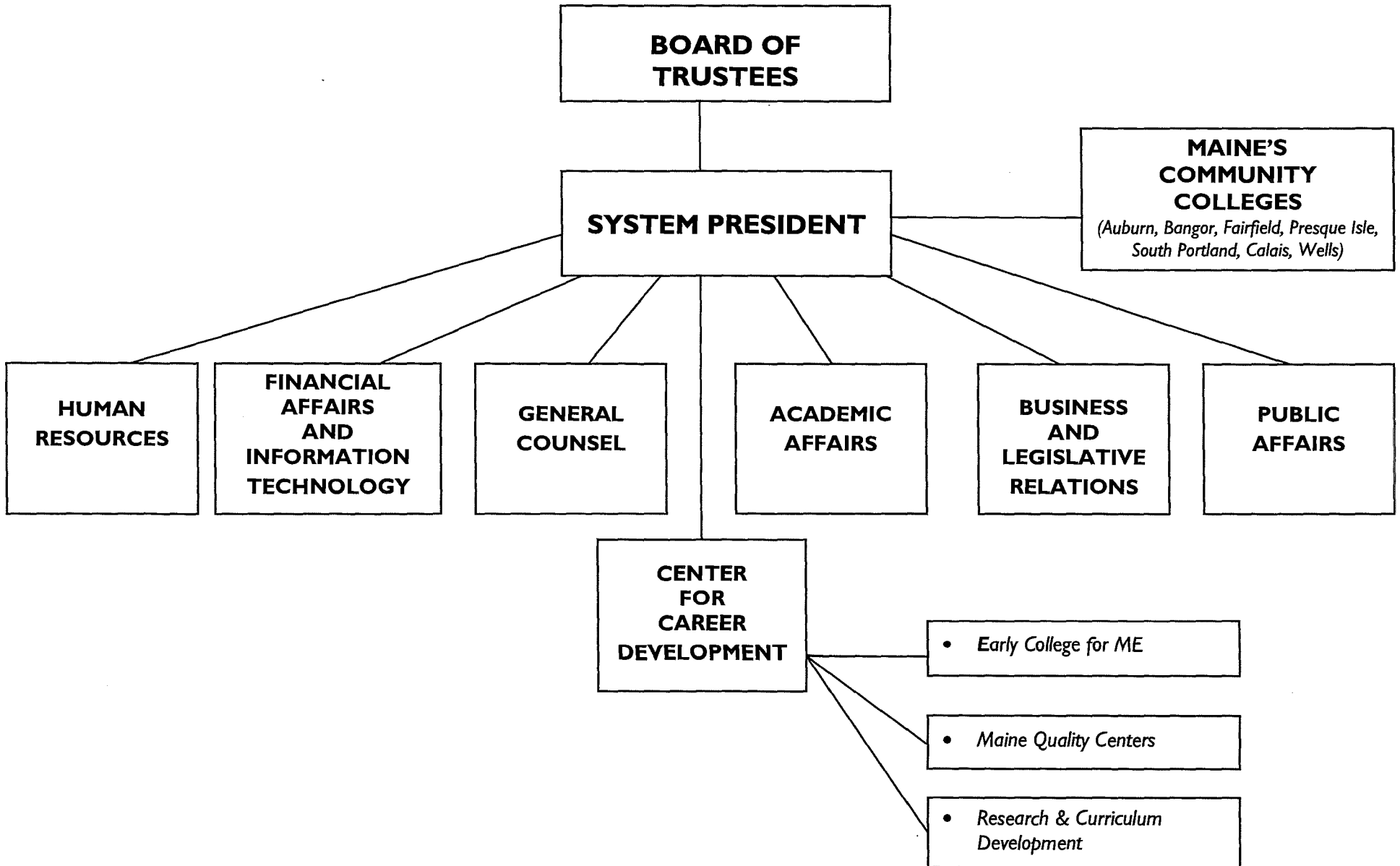
Maine's community colleges are dedicated to educating today's students for tomorrow's career opportunities in an environment that supports personal and professional growth, innovation, and lifelong learning. The colleges are committed to enhancing the quality of life and economic prosperity of Maine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

MAINE COMMUNITY COLLEGE SYSTEM

Organizational and Governance Structure



MAINE COMMUNITY COLLEGE SYSTEM
System Office Organizational Chart



MAINE COMMUNITY COLLEGE SYSTEM

PERSONNEL AND EMPLOYEE RELATIONS

Section 407

SUBJECT: DISABILITY ACCOMMODATIONS IN EMPLOYMENT

PURPOSE: To establish guidance for accommodating disabled employees

A. Introduction

Pursuant to the Rehabilitation Act, the Americans with Disabilities Act and the Maine Human Rights Act, the MCCS is committed to providing reasonable accommodations to those employees and employment applicants (hereinafter collectively referred to as “employees) who are both disabled and otherwise qualified within the meaning of those laws. The goal of the MCCS is to balance on a case-by-case basis the specific needs of its employees with the operational integrity and administrative resources of the System.

B. Application and Definition

This Policy shall apply to all institutions of the MCCS. For purposes of this policy, an “institution” includes the MCCS colleges, campuses, off-campus or satellite locations and the System Office.

C. Request for Accommodation

An employee must make a request for accommodation to the appropriate institution representative in order to start the interactive process. A request for accommodation is a statement that an employee needs a work-related adjustment or change in working conditions, benefits or privileges of employment for a reason related to a mental or physical disability. A request for accommodation may be made orally or in writing by the employee, the employee’s health care provider or other person authorized by the employee to act on the employee’s behalf.

D. Interactive Process

A request for accommodation will be evaluated and addressed through an interactive process. The interactive process is an exchange of information between the employee who has made the request and the appropriate representatives of the MCCS or the college for the purpose of making an individualized assessment of what, if any, reasonable accommodation may be made that will allow the employee to perform the essential functions of the job. The process is coordinated by the MCCS or the college as employer and involves appropriate and relevant MCCS representatives and the employee. Depending on the circumstances of an individual case, the process may also involve authorized health care professionals who have or can provide relevant information about the employee’s disability, ability to perform the essential functions of the job and/or need for accommodation, as well other professionals with knowledge or expertise relevant to the process.

E. Employee's Responsibilities

An employee who has requested or is otherwise in need of reasonable accommodation is expected to engage fully and in good faith in the interactive process. In addition to other requirements imposed by law, an employee requesting any accommodation from the MCCS must:

1. Be an individual with a disability who is otherwise qualified, with or without reasonable accommodation, to perform the essential functions of the job in question;
2. Make a timely request for accommodation to the appropriate institution representative. A timely request is one that gives the college or MCCS a meaningful opportunity to review and consider a request for accommodation; and
3. Upon request, provide current and valid medical information concerning the condition that the employee believes is a disability. If the employee declines to provide appropriate information or to authorize the MCCS to obtain medical information or contact the appropriate health care provider, the MCCS will assess the request for accommodation based on the information available. The failure to provide appropriate medical information or to cooperate in the MCCS' efforts to obtain such information may result in a denial of the request for reasonable accommodation.

F. Institution's Responsibilities

In addition to other requirements imposed by law, the institution's representative responsible for applying this policy ("representative") must:

1. Promptly review information regarding the employee's disability, the requested accommodation and any other pertinent information. The representative may consult confidentially with any person(s) assessing the employee's condition provided the employee so consents. The representative may also consult with other institution personnel who are necessary to the appropriate decision and consideration;
2. Discuss with an eligible employee any accommodations that will permit the employee to perform the essential functions of the job and that are reasonable and do not constitute an undue hardship for the institution;
3. Through the interactive process, attempt in good faith to reach agreement with the employee on whether there is a reasonable accommodation and, if so, the nature of the accommodation. If the employee and the representative do not agree on the form of reasonable accommodation, the employee may be offered an alternative reasonable accommodation that has been identified; and

4. Keep a record of the interactive process, any accommodations that have been considered, the response or result of the offer of reasonable accommodation, and a description of the reasonable accommodation that has been offered to the employee. The institution and the employee will enter into a written agreement that memorializes the accommodation that has been determined to be reasonable and the plan for its implementation.

G. Implementation

If a reasonable accommodation has been identified and agreed upon by the institution and employee, information regarding the agreement and accommodation will be given to the employee's supervisor or other personnel on a limited basis and as necessary to implement the accommodation.

H. Complaints

An employee who has a complaint regarding disability discrimination, including but not limited to a claim that the MCCS or a college has failed to make reasonable accommodation, must attempt to resolve that complaint through the following complaint procedure:

1. Contents of the Complaint

A complaint must be in writing; contain the name, address and telephone number of employee; and the location, date and description of the complaint. Alternative means of complaining, such as personal interview or tape recording, may be used if required because of an individual's disability.

2. Filing the Complaint

The complaint must be submitted to the person designated by the institution's president ("Complaint or Grievance Officer" or "Officer"; typically the EEO/AA and/or Non-Discrimination Officer) as soon as possible, and no later than twenty (20) calendar days after the occurrence of the event that is the subject of the complaint unless there is a compelling reason why the employee could not meet this time period.

3. Officer's Decision

As soon as practical after receipt of the complaint, the Complaint or Grievance Officer will meet with the employee to discuss the complaint. As soon as practical after the meeting, the Officer will respond in a format accessible to the employee. That response will explain the position of the College and, where practical, offer options for substantive resolution.

4. Employee Appeal to Institution President

Within ten (10) calendar days after receiving the Officer's decision, the employee may appeal to the institution's president or designee.

5. Decision of the Institution President

As soon as practical after the receipt of the appeal, the institution president or designee will meet with the employee to discuss the appeal. As soon as practical after the meeting, the institution president or designee will issue in a format accessible to the employee a final decision regarding the complaint.

I. Other

1. Postings

Each institution shall post in conspicuous places the right of employees to request and receive reasonable accommodations and the procedure by which they may do so in that institution.

2. Confidentiality

All persons participating in assessments and decisions relating to issues of disability and reasonable accommodation shall keep confidential all information related to such matters, except as disclosure is required in order to make such an assessment or decision or determine or implement a reasonable accommodation.

3. Record Retention

Each institution must retain all documentation relating to disability determinations, including but not limited to records of interactive process, grievances, appeals and institutional responses for at least seven (7) years for employees and three (3) years for employment applicants.

4. Other

No portion of this Policy is intended to expand or diminish any right or obligation imposed by external law, collective bargaining agreement or other contract or binding obligation.

REFERENCES: 5 M.R.S.A. §4553-A; 29 U.S.C. §794; 42 U.S.C. §12182; 34 C.F.R. Pt. 104; 29 C.F.R. §1630

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

MAINE COMMUNITY COLLEGE SYSTEM

**HEALTH AND SAFETY
Section 801**

SUBJECT: SAFETY IN THE WORKPLACE AND LEARNING ENVIRONMENT

PURPOSE: To promote the safety of all employees in the workplace and students in active learning environments

It is the goal of the Maine Community College System to comply with all federal or state laws governing the safety of employees and students, and to work to eliminate unnecessary safety hazards from the workplace and learning environment. The System and college presidents shall seek to use best practices within existing resources to promote understanding of, and compliance with, those occupational and educational statutes and regulations governing MCCS operations. The System and college presidents shall review and approve their respective safety and emergency preparedness plans to further promote compliance with this policy. To facilitate safety efforts, the System and college presidents may maintain a System-wide committee of pertinent college and System employees to review and exchange efficient and effective best practices.

REFERENCES: 20-A M.R.S.A. §12706(10); 26 M.R.S.A. §41 et seq. and §561 et seq.; and 29 U.S.C. §665 et seq.

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

MAINE COMMUNITY COLLEGE SYSTEM

**GENERAL ADMINISTRATION
Section 201**

SUBJECT: NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

PURPOSE: To establish a policy prohibiting discrimination throughout the Maine Community College System

A. Statement of Intent

The Maine Community College System recognizes that unlawful discrimination in educational programs and employment based upon race, color, religion, sex, sexual orientation and/or preference, national origin, disability, age or status as a Vietnam era veteran can foreclose economic opportunity to a significant number of persons. In order to avoid this inequity and to afford all persons the opportunity to achieve their rightful place in society, the Maine Community College System pledges to eliminate unlawful discrimination upon any group protected by state or federal laws and, in addition, to take affirmative action to recruit, employ and educate qualified members of under-represented groups.

B. Policy Statement

The Maine Community College System provides equal opportunity regardless of race, creed, color, national origin, religion, sex, sexual orientation and/or preference, age or veteran status pursuant to Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Executive Order 11246 as amended by Executive Order 11375; the Age Discrimination in Employment Act of 1975; the Vietnam Era Veterans Readjustment Assistance Act of 1974; the Immigration Reform and Control Act of 1986; and the Maine Human Rights Act (5 M.R.S.A., §4551, et. seq.). In addition, pursuant to the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Maine Human Rights Act, the Maine Community College System does not discriminate on the basis of disability in its programs and activities. This policy affects employment policies and actions, as well as the delivery of educational services, at all levels and facilities of the Maine Community College System.

Further, the Maine Community College System objective of equal opportunity will be met by taking affirmative action, i.e., making goal-oriented efforts to increase the numbers of women and minority groups in positions where their representation has been less than proportionate to their availability.

C. Implementation

Authority and responsibility for implementing, maintaining and monitoring non-discrimination, affirmative action and equal opportunity at the Maine Community College System lies primarily with the president of each college and the System. All directors, department heads and equivalent officers are similarly responsible within their areas of jurisdiction. The System president through the System Office shall also help ensure that all units of the System are in compliance with the stated policy of the Board of Trustees, and with all pertinent state and federal laws and regulations.

D. Notice of Non-Discrimination

Commonly accessible bulletin boards maintained by the colleges and System Office shall contain the following notice of non-discrimination. The long form notice set forth below shall be posted in a prominent place in each building, and all college publications including, but not limited to, student and employee handbooks, catalogs, websites and other relatively lengthy sources shall contain the notice at the top or bottom of the inside front cover. For websites, the bottom of the homepage should contain a link to the long form notice. The short form of the notice set forth below may be placed in publications that have more limited space, such as flyers, brochures and advertisements in newspapers. Advertisements for employment in newspapers, journals and other sources shall also contain position title, closing date and contact information.

**LONG FORM:
NOTICE OF NON-DISCRIMINATION**

[insert name of college] Community College (College) does not discriminate as prescribed by federal and/or state law on the basis of race, color, religion, national origin, sex, sexual orientation and/or preference, age, disability, marital, parental or veteran status in specified programs and activities. Inquiries about the College's compliance with, and policies that prohibit discrimination on, these bases may be directed to:

Affirmative Action Officer
[insert location/building name]
[insert mailing address]
Telephone: [insert telephone number]
Maine Relay Service: 800-457-1220
Fax: [insert fax number, if any]
E-mail: [insert e-mail address]
Internet: [insert URL for College's internet home page]

and/or

United States Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110
Telephone: 617-289-0111
TTY/TDD: 617-289-0063
Fax: 617-289-0150
E-mail: OCR.Boston@ed.gov
Internet: <http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>

and/or

Maine Human Rights Commission (MHRC)
51 State House Station
Augusta, ME 04333-0051
Telephone: 207-624-6050
TTY/TDD: 207-624-6064
Fax: 207-624-6063
Internet: <http://www.state.me.us/mhrc/index.shtml>

and/or

Equal Employment Opportunity Commission
475 Government Center
Boston, MA 02203
Telephone: 617-565-3200 1-800-669-4000
TTY: 617-565-3204 1-800-669-6820
Fax: 617-565-3196
Internet: <http://www.ecoc.gov/>

**SHORT FORM:
NOTICE OF NON-DISCRIMINATION**

[Insert name of College] Community College is an equal opportunity/affirmative action institution and employer. For more information, please call [insert telephone number of Affirmative Action Officer].

REFERENCES: 5 M.R.S.A. §4551, et seq.; 42 U.S.C. §1971, §1975a-d, §2000a; §2000h-g; 42 U.S.C. §6101-§6107; 29 U.S.C. §621-§634; 5 U.S.C. §8335-§8339; 38 U.S.C. §219, et seq.; 8 U.S.C. §1101, et seq.; 29 U.S.C. §701, et seq., 20-A M.R.S.A. §12709, §12709(14), §12712(1) and §12712(9)

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

MCCS Financial Summary

	2009	2008	2007	2006	2005*	2004	2003	2002	2001	2000
Revenues and non-revenue receipts										
Student tuition, fees and other charges	20,813	18,853	17,838	16,772	14,320	13,597	11,977	11,108	10,213	9,044
State appropriations	53,248	51,942	47,721	43,318	41,472	40,614	41,725	40,216	41,873	34,576
Federal, state & local grants and contracts	27,222	23,560	22,437	19,968	20,192	19,909	17,465	14,680	11,617	13,873
Other operating & non-operating revenues	12,452	13,778	14,380	13,444	13,029	11,491	9,746	9,752	12,666	7,464
Proceeds from State for capital needs and revenue bonds	8,695	2,305	24,106	5,645	5,557	4,871	3,840	15,580	1,300	178
Total revenues and non-revenue receipts	122,430	110,438	126,482	99,147	94,570	90,482	84,753	91,336	77,669	65,135
Expenses and capital expenditures										
Instruction	46,951	43,079	43,394	40,630	39,775	36,972	34,009	31,370	29,469	27,752
Academic support and student services	20,593	19,710	18,615	17,306	16,363	16,295	16,136	16,379	14,500	14,013
Institutional support	15,451	14,643	13,400	12,491	11,988	12,170	11,243	10,530	10,623	11,062
Operations and maintenance	11,411	10,478	9,790	9,479	9,116	8,138	7,628	6,885	6,552	6,310
Capital expenditures and principal repayment	12,700	9,322	29,698	9,834	9,296	7,620	8,339	20,140	5,436	1,594
Interest and other costs	12,016	10,613	9,444	9,248	9,234	8,476	7,361	6,592	5,813	3,537
Total expenses and capital expenditures	119,122	107,845	124,341	98,988	95,772	89,671	84,716	91,896	72,393	64,268
Surplus of revenues and receipts over expenses and capital expenditures	3,308	2,593	2,141	159	(1,202)	811	37	(560)	5,276	867

* There was a \$1.1 million deappropriation in FY2005.

MAINE COMMUNITY COLLEGE SYSTEM
Analysis of Program of Study Offerings
April 2009

College	# of Programs Offered	# of Similar Programs Offered by a University within Service Delivery Region	University within Service Delivery Region
Central Maine Community College	26	4	
		• Liberal Studies	USM-LA / UMF
		• Early Childhood Education	USM-LA/ UMF
		• Nursing	USM-LA
		• Business	UMF
Eastern Maine Community College	32	7	
		• Business Management	UM
		• Civil Engineering	UM
		• Early Childhood Education	UM – Child Dev. & Family Rel.
		• Education	UM – Elementary Educ.
		• Electrical & Automation Tech.	UM – Electrical Engineering Tech
		• Liberal Studies	UM – Bachelor of Univ. Studies
		• Nursing	UM
Kennebec Valley Community College	35	4	
		• Business	UMA
		• Nursing	UMA
		• Liberal Studies	UMA
		• Mental Health	UMA
Northern Maine Community College	35	3	
		• Nursing	UMFK
		• Liberal Studies	UMFK / UMPI
		• Business Administration	UMFK – Business Mgmt. UMPI – Business Mgmt. UMPI – International Business
Southern Maine Community College	30	9	
		• Construction Technology	USM – Construction Mgmt.
		• Electrical Engineering Tech.	USM – Electrical Engineering
		• Integrated Manufacturing Tech.	USM – Industrial Tech
		• Liberal Studies	USM
		• Nursing	USM
		• Radiation Therapy	USM
		• Business Administration	USM
		• Communication – New Media	USM – Comm. Media Studies
		• Criminal Justice	USM – Criminology
Washington County Community College	18	5	
		• Adventure Recreation/ Recreation Management	UMM
		• Education	UMM
		• Business	UMM
		• Liberal Studies	UMM
		• Geographic Information System	UMM
York County Community College	20	2	
		• Liberal Studies	USM
		• Nursing	USM
	197	34 [17%]	

**PUBLIC LAW CHAPTER 240 SEC. UUUU-1
Of the 123rd Legislature**

Administrative Savings Group Report

January 1, 2008

Presented By:

Chancellor Richard Pattenaude – University of Maine System

President John Fitzsimmons – Maine Community College System

President Leonard Tyler – Maine Maritime Academy

Contents

- I. Introduction
- II. Efficiency of Maine's Higher Education Systems
- III. Existing Collaborations and Efficiencies
- IV. New Initiatives Considered Through this Review Process

I. Introduction

To fulfill the obligations of Public Law Chapter 240 Sec. UUUU-1, the Chancellor of the University of Maine System, the President of the Maine Community College System, and the President of the Maine Maritime Academy formed the “Administrative Savings Group”. The Chief Financial Officers (CFOs) from each of the three institutions were asked to coordinate the research and fact finding necessary to determine opportunities for savings and impact on operations (including student related services).

The efforts of the Administrative Savings Group were centered in three areas: existing efficiencies within and among the three systems; existing collaborations and their effectiveness; new and continuing opportunities for collaboration.

The University of Maine System, the Maine Community College System, and the Maine Maritime Academy, while all serving the higher educational needs of the State of Maine, have three very distinct missions.

- The University of Maine System unites seven distinctive public universities in the common purposes of providing first-rate higher education, research, and public service at a reasonable cost in order to improve the quality of life for the citizens of Maine.

The University of Maine (at Orono) first opened in 1868. One hundred years later, in 1968, the Maine State Legislature established the University of Maine System to unite the seven public universities and their regional outreach centers into a single system. The seven universities offer a variety of academic settings each with their own strengths and ways of learning.

Enrollment within the University of Maine System exceeds 34,000 students.

- The Maine Community College System is Maine’s comprehensive two-year college system offering over 300 occupational and transfer programs, continuing education, and customized training for business and industry.

The System was originally established after World War II to provide vocational and technical training to returning veterans. The System was created in 1986 by act of the Maine State Legislature and in 2003 the Legislature changed the name to the Maine Community College System to reflect its broader mission of providing career and liberal arts transfer programs for Maine college students.

Today the System’s seven colleges have a headcount enrollment of over 13,800 students.

- The mission of Maine Maritime Academy is a college specializing in ocean and marine programs at the undergraduate and graduate level. Proposals for an institution devoted to nautical training began in Maine in the 1930s and led to the creation of Maine Maritime Academy by an act of the 90th Maine Legislature in 1941.

The Academy has grown steadily since then offering three degrees, 10 undergraduate and graduate academic majors, new training labs and expanded student services. The Academy serves 825 students.

These distinct missions resonate throughout the organizational structure and work processes of the three entities. The University System has nine classifications of employees, with six collective bargaining contracts negotiated with three different unions (MEA (3), AFT and Teamsters (2)). The Community College System has seven classifications of employees, with five collective bargaining contracts negotiated with three different unions (MSEA (2), MEA (2), and AFSCME). The Maritime Academy has five classifications of employees, with three collective bargaining contracts negotiated with one union (MSEA).

The efforts of the Administrative Savings Group focused on meeting the objectives of Public Law Chapter 240 Sec. UUUU-1 without changing the mission or function of the three systems. It is important to note that any proposal aimed at administrative savings that might change the nature or scope of work covered by the various collective bargaining agreements would have to be negotiated with the respective bargaining units.

II. Efficiency of Maine's Higher Education Systems

The three systems of higher education strive to meet their distinct missions in an efficient, collaborative and thoughtful manner. A report—which will be delivered to the Joint Standing Committee on Education and Cultural Affairs no later than January 31, 2008—written jointly by UMS, MCCS, and MMA pursuant to Resolve Chapter 119 clearly documents the relative decline in state funding for Maine's higher educational systems. In 1990 funding for state higher education equaled 17 percent of the state's general fund revenue; this year, fiscal 2008, higher education's share of the general fund budget is only 9 percent. In 2007 Maine ranked 38th in state appropriations per capita and 32nd in appropriations per dollar of income.

Over the past ten years, proportionate state support has declined at each of the three Systems. State appropriations once comprised 58 percent of the Maine Community College System's total revenue. That number has fallen to 42 percent. Forty-six percent of the Maine Maritime Academy's budget was once state-funded; it is now 29 percent. And almost half of the University of Maine System budget (45 percent) was provided by the state. It is now 28 percent.

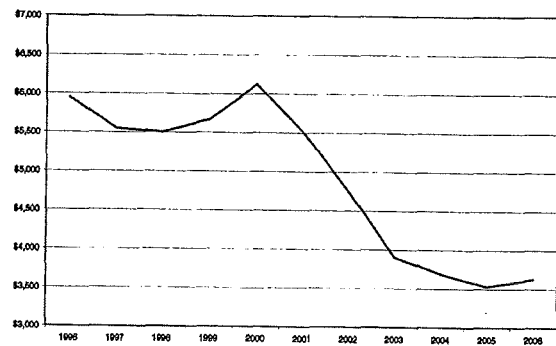
In fiscal 2000 state appropriations to all of higher education averaged over \$6,000 per student served ('headcount'); in fiscal 2006 the appropriation was just over \$5,000. If the fiscal 2000 level of per student funding had been sustained, current State appropriations to the three Systems would be approximately \$50 million dollars higher in 2006 than was actually expended.

Academic quality is tied directly to adequate funding, and reduced state support puts considerable pressure on the budgets of each institution. Although Maine's colleges, universities, and maritime academy continually seek ways to make operations more efficient, efficiencies alone are not enough to cover rising costs.

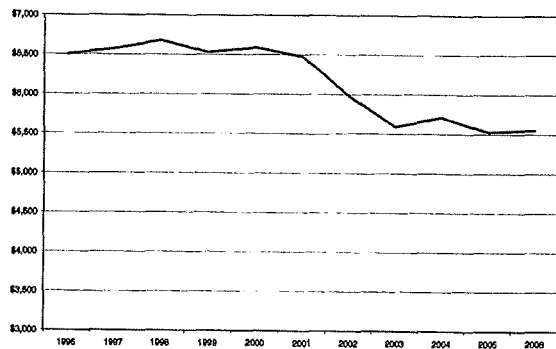
As the following section—*Existing Collaborations*—makes clear, the three institutions have been very creative in their efforts to work together to reduce administrative and overhead costs while sustaining quality educational opportunities for the students they serve.

Appropriations per student served:

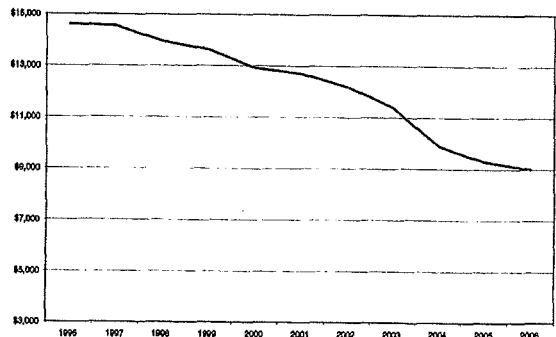
MCCS:



UMS:



MMA:



III. Existing Collaborations and Efficiencies

Maine's three systems of higher education have a long and successful history of collaboration in both academic and non-academic areas. A brief overview of some of the more significant collaborative efforts includes, but is not limited to:

1. Purchasing and Procurement

- UMS, MMA, and MCCC all purchase desktop software and some hardware from the University of Maine's Computer Connection, the University's technology store; these purchases saved MCCC and MMA almost \$56,000 in fiscal 2007.
- UMS has negotiated "blanket" software licensing agreements with Microsoft and Adobe covering all three systems.
- UMS is negotiating with Symantec for software licensing agreements for virus protection in a volume purchase agreement that leverages the combined power of UMS, MCCC, and MMA.
- Several MCCC campuses along with UM and UMA share one common license agreement for AutoCAD software.
- UMS, MCCC, and the Maine State Library jointly procure online library management services. Bangor Public Library and the Maine State Library are also part of this joint procurement; and there is a direct link to the library systems at Colby, Bates and Bowdoin. Had each library individually purchased, set up and operated the library management system, costs for individual libraries would have been much higher than current consortial costs.

Access to aggregate and subject databases are provided to all citizens of the State of Maine by consortial efforts through state and federal funding sources. Costs for individual subscriptions for these databases would be significantly higher than the library consortium pays.

- MCCC and MMA have joined the UMS Energy Team. This effort has resulted in grants benefiting each institution to help offset the costs of retrofitting certain facilities with a more energy efficient building infrastructure.
 - MCCC piloted a regional fuel oil procurement plan saving NMCC about \$1,400 in reduced transportation costs for heating oil.
 - For several years UMFK, UMPI, and NMCC negotiated with electricity suppliers to aggregate their usage and buying power. These negotiated supply contracts ended in February 2005. With the departure of Energy Atlantic in 2004, northern Maine no longer has a competitive electricity market. However, should future opportunities present themselves, all

three institutions are eager to participate in aggregating electrical procurement.

2. Shared Administrative Personnel

MCCS and UMS jointly operate a number of their off-campus centers, sharing facilities and personnel in order to make most efficient use of resources.

- At the Hancock County Higher Education Center in Ellsworth, MCCS and UMS share a director and support staff.
- At the Penquis Higher Education Center in Dover-Foxcroft, the two systems have hired one director to manage both university and community college efforts.
- At the Western Maine University and Community College Center in South Paris, the two Systems share support staff.
- WCCC and the UMM are building a collaborative relationship that maximizes higher education opportunities for residents of Washington County, while minimizing costs for both institutions and their students. The UMS distance education center, formerly located in downtown Calais, has relocated to the WCCC campus; UMM courses that do not overlap WCCC courses are offered at the Center. The ultimate goal is for students to be able to transfer from WCCC to UMM and complete a baccalaureate degree in Calais. An agreement also allows WCCC students graduating with an associate degree admittance to UMM with junior standing
- And in Bath, at the Midcoast Center for Higher Education, MCCS and UMS use joint orientation programs for students.

In all, these efforts have resulted in avoiding approximately \$511,000 per year in duplication of personnel costs.

In addition:

- MMA utilizes UM's Office of International Programs for most visiting faculty visa filings.
- USM's Social Justice Program provides training to SMCC Residential Life Staff around topics of diversity, SAFE Zone Training, and sexual assault/domestic violence first responder training.
- UMS is currently coordinating with federal TRIO Student Support Services (SSS) programs around Maine, including at both UMS and the community colleges, to provide writing assistance for the next round of grants, ensure compliance with federal regulations, and promote effective and efficient services to students.

3. Facilities Management

- MCCS and UMS share higher education outreach centers at seven locations: in Houlton, Calais, Bath, South Paris, Ellsworth, East Millinocket, and Dover-Foxcroft. These efforts have resulted in avoiding approximately \$353,000 in duplication of facilities costs.
- Since the mid-1990's, SMCC has sub-let a block of dormitory rooms at USM's Portland Hall in order to address a lack of housing on the SMCC campus. The SMCC students have had full access to USM food services and other amenities available to USM students living in the residence hall.
- UM Recreation Center memberships are provided at student cost to EMCC students.

4. Information Technology

- UMS manages MMA's internet connectivity, interactive classrooms, external network management, and dial-up connectivity for students. MMA has estimated that it avoids alternative costs of approximately \$50,000 per year by coordinating network management with UMS.

IV. New Initiatives Considered Through this Review Process

This fall fifteen college administrators representing all three Systems met in Bangor to systematically review potential savings in non-instructional areas through the sharing or combining of services. The analysis covered all functional areas of the three institutions. Following the meeting, the Administrative Savings Group met to review the various concepts that had been presented and weighed the impact of each on cost, institutional mission, and student services.

1. Purchasing and Procurement

- As previously mentioned, MCCS and MMA have joined the UMS Energy Team and MCCS piloted a regional fuel oil procurement plan that saved NMCC about \$1,400 in reduced transportation costs for heating oil. By expanding this pilot program to all seven of the MCCS institutions, the community colleges could realize additional savings of over \$5,000.

This item will be pursued in an effort to achieve additional savings.

- The University of Maine System has a centralized procurement office that leverages purchasing power through system-wide and multiple campus procurements when feasible and practical. In addition, the UMS central procurement office develops and promotes best procurement practices. MCCS and MMA could avail themselves of these benefits by collaboration with UMS. Some tangible savings, both financial and administrative, could be realized. Examples include:
 - *Copier Contract*: UMS has implemented a cost-per-copy printing and photocopying solution. The cost-per-copy program replaces institution owned and/or leased photocopiers and networked printers with photocopiers fully owned and maintained by the supplier. In addition to the photocopying function, many of the units also scan and fax, thus further reducing the institution's equipment overhead. UMS pays only a per-copy charge to the supplier for printed/photocopied pages (excluding paper and staples). UMS realizes annual savings of 43 percent or \$500,000 (based on 40 million copies). Both MCCS and MMA could be added to the UMS contract when it is re-bid in 2009. If MCCS and MMA realized savings similar to those of UMS, when combined the two institutions would save approximately \$125,000. (Contract start date would be July 2010.)
 - *Wright Express Fleet Management Card*: UMS utilizes a fleet management solution from Wright Express for all institution-owned vehicles. This system includes a fuel card for purchases of vehicle fuel accepted at service stations across the U.S. UMS will engage Wright Express to extend its program to the MCCS and MMA as appropriate.

- *Organized Events/Training:* UMS has offered training and presentations on cooperative group purchasing organizations. UMS will seek additional opportunities to share best procurement practices with MCCS and MMA, including membership in the newly formed UMS Procurement Council.
- *Furniture:* UMS utilizes several contracts for the purchase of furniture. In the past year annual purchases under this contract were \$137,000, with contract savings of \$178,000. UMS will work with its suppliers to extend these contracts to MCCS and MMA. Projected savings for MCCS and MMA range from 12 percent to 20 percent.
- *Shipping:* UMS utilizes two contracted shipping options with UPS and FedEx. Both contractual programs provide capabilities that include online shipping and billing. UMS saves approximately \$46,600 annually on total system-wide contractual shipping purchases of \$264,500. UMS can work with MCCS and MMA to transition to these contracts where practical.

These areas of consideration, and others of a similar nature, will be considered and acted upon as contracts are scheduled for renewal.

2. Contractual Services

- *Food Services Operations:* UMS has transitioned to a single master contract for managing cafeteria and food service operations for six of its universities. The UMS experience with food services did not result in measurable “out-of-pocket” savings, but consolidating six contracts into one did generate administrative efficiencies. MCCS and MMA will explore the practicality and benefits of contracting the operation of their cafeteria and food service operations in a similar fashion.
- *Book Store Operations:* As noted above, master contracting of Food Service Operations generated certain administrative efficiencies. UMS, MCCS, and MMA will explore the practicality and benefits of contracting the operation of their bookstores in a similar fashion.

These areas need further discussion and exploration before action is considered.

3. Payroll Services

- UMS processes payroll internally as part of their fully integrated People Soft ERP System. MCCS currently uses ADP, an independent payroll processing firm. MMA is installing Sun Guard Higher Educational Systems, a fully integrated ERP System. MCCS and UMS have explored the option of having UMS process the MCCS payroll. Because MMA is beginning an ERP implementation, the concept was not practical for them.

The cost to MCCS for ADP’s services is approximately \$100,000 annually.

Expanding UMS's license agreement with People Soft to include MCCA payroll would cost \$352,500 (one time) plus an annual maintenance charge of approximately \$70,000 per year. In addition, UMS would have to incur some staff, operational, and computer hardware costs to bring MCCA into the UMS system. As a result, the total approximate cost for UMS to process MCCA's payroll would be \$325,000 annually (amortizing the one time outlay over ten years).

The analysis demonstrates that merging payroll processing would result in higher costs. Merging payroll processing will not be pursued.

4. Facilities Management

- Individual campuses manage day-to-day maintenance and minor repairs locally but have a broader range of internal and external consulting resources available for advice and assistance on major improvements.

Current State law requires that MCCA and MMA enlist the support and expertise of the State Bureau of General Services (BGS) on all public improvement projects. The University of Maine System has a small centralized facilities management and planning staff that leads the development and implementation of System policies and procedures for facilities management, capital asset planning, project management, real property and lease management, safety and environmental management, and energy management. The staff serves as subject matter experts to the seven universities and augments the in-house capabilities of the smaller campuses as required.

The three institutions can refine protocols for sharing existing professional services for capital renewal and acquisition projects as well as in areas related to: real property management; facilities maintenance; environmental, safety and compliance issues; and, energy management.

These areas need further discussion and exploration before action is considered.

5. Information Technology

- *Managing Enterprise Resource Planning* (enterprise-wide information management). UMS began implementation of People Soft several years ago to manage enterprise-wide information; MMA is installing Sun Guard Higher Educational Systems, a smaller ERP system; and MCCA utilizes a version of Jenzabar that it has considered upgrading. While it would not be practical for MMA to consider joining UMS in the use of People Soft, MCCA did consider the option.

Expanding UMS's license agreement with People Soft to include MCCA would cost \$822,500 (one time) plus an annual maintenance charge of approximately \$165,000 per year. In addition, UMS would have to incur some staffing, operations, and computer hardware costs to bring MCCA into the UMS system resulting in a charge of approximately \$482,000 annually (amortizing the one time outlay over ten years). If MCCA were to migrate to People Soft, UMS could not begin implementation until

Fiscal Year 2011 to allow for completion of current PeopleSoft applications.

If MCCS were to upgrade its current Jenzabar system, the cost would be approximately \$338,000 (one time) plus annual maintenance charges of \$66,000. If MCCS chose this option, MCCS would not incur additional staff or operational costs and might be able to reduce staff by one-half of a full-time employee. MCCS would incur computer hardware costs of approximately \$255,000 resulting in an annual charge of approximately \$125,000 annually (amortizing the one time outlay over ten years).

The analysis demonstrates that merging ERP processing would result in higher costs. Merging ERP processing will not be pursued.

- *Managing Wide-Area Network Administration:* UMS is developing a robust wide-area network and Internet connection capacity that includes 2 gigabytes of redundant access to the traditional Internet and to “Internet 2”. Most of this network is composed of fiber optic connections owned by the University System. UMS leases “last mile” connectivity through a variety of sources, not the least of which is Time Warner.

As mentioned, MMA is already part of the UMS wide-area network. MCCS recently re-engaged Time Warner to provide 30 megabytes of access to the traditional Internet (“burstable” to 100MB), and Time Warner now manages MCCS’s wide-area network. MCCS’s contract with Time Warner expires June 30, 2010.

MCCS has initiated conversations with UMS to determine if there are financial advantages to having UMS provide Internet access and wide-area network management while retaining Time Warner to provide “last mile” connectivity. The outcome of these conversations should be available in the spring or early summer of 2008.

This area needs further discussion and exploration before action is considered.

To insure that Maine’s Systems of Higher Education remain effective and efficient, the Chancellor of the University of Maine System, the President of the Maine Community College System and the President of Maine Maritime Academy have reached agreement on the following; to convene an annual meeting of the respective Chief Financial Officers (CFOs) and appropriate senior managers to review strategic, operational, and procurement plans and to identify an agenda for further collaborative efforts identifying new opportunities for streamlining operations, leveraging combined purchasing powers, and realizing additional administrative efficiencies. Second, in order to address items noted in this report the three CEOs will have the three CFOs review the various opportunities identified and recommend appropriate action steps. Considerations for efficient operations will be acted upon when a substantive business case identifies demonstrative savings opportunities.

Maine Public Higher Education Program Planning Council

GUIDELINES

Background:

The connection between higher education and a successful economy has never been clearer than it is now. The U.S. economy is projected to produce 15.6 million new jobs between 2006 and 2016¹, nearly half of which will require postsecondary credentials. In fact, jobs requiring postsecondary education will grow nearly twice as fast as jobs that do not. Of the 30 fastest growing occupations—such as healthcare and environmental science—80% will need educated, highly skilled employees². In addition, 2008 unemployment data shows that people with only a high school diploma are more than 50% more likely to be unemployed than those with an associate degree, and twice as likely to be unemployed as those with a bachelor's degree³. The economy is now and will be in desperate need of skilled people. It has never been clearer that higher education is a tool to improve the condition of the economy, of the businesses and of the citizens of Maine by providing a workforce with the skills and knowledge to meet these needs.

The public higher education entities in Maine—the Maine Community College System (MCCS), the Maine Maritime Academy (MMA), and the University of Maine System (UMS)—have a long history of addressing what the economy requires within their own programs and plans. They also have mutual, on-going collaboration in areas such as purchasing of goods and services and facilitating ease of transfer for students through articulation agreements.

Now, in these difficult economic times, while the University of Maine System is unable to join the Council at this time, two of these entities – MCCS and MMA – choose to harness their individual resources in a combined effort to address the economic and business needs in the state through coordinated program development. An example of the opportunity this presents lies in the emergence of the “green” economy and the jobs that go with it. MCCS, for example, has introduced programs to train technicians for wind power and other energy related occupations, and MMA offers—as it has for years—degrees in power generation. Each of the entities responded to the needs of the state and the potential for additional economic benefit for Maine, but has done so within its own mission and sphere of expertise. The entities believe this is exactly the type of situation in which coordination can lead to even more coherent programming.

Purpose:

The Council's purpose is to provide a forum for collaboration and better coordinated planning for degree programs among the entities in order to provide the best support possible for Maine's economy within their missions. Specifically, the Council will focus on three areas:

1. Assure each entity gains a better understanding of the academic program direction of their counterparts, while establishing a communication link among the Boards of Trustees so that they can stay current on the program directions related to this effort.
2. Examine jointly the economic development and business needs in the State, how each entity is addressing them programmatically, and how those needs might better be served by collaborative effort. This would include a review of current needs and future opportunities in economic development, including how Maine can build a workforce with the skill sets needed to attract high wage jobs to the State.
3. Monitor the success of the Council in helping the State meet these needs.

Any recommendations for action discussed by this group must be taken back to each entity for further consideration and decision before action can be taken.

Membership:

The Council will have a total of six (6) members at this time. Each of the entities will have three members. At such time that the UMS is able to join the Council, membership shall be expanded to nine (9) members.

1. A member of the Board of Trustees chosen by the Chair of the Board,
2. The President of each entity, and
3. A member selected by the President from his/her organization, who will act as the primary staff support and contacts for their organizations.

Structure and Meetings:

The chairmanship of the Council will rotate each year among the members who are Trustees in the alphabetical order of their entities as follows: Maine Community College System and Maine Maritime Academy. At such time the University of Maine System joins the Council they will be included in the rotation. The Council will meet at least twice during each year. The entity chairing the group will convene and host all meetings in the year and will produce any meeting minutes or documentation of action items, etc. that result from the meetings. The Council may choose to engage with other groups with expertise related to its purpose when appropriate, such as the Maine Department of Labor, the Office of State Planning, the State Chamber of Commerce, the Economic Development Council of Maine and others whom the Council decides may add value to their work.

The Council will convene its first meeting in December 2009.

¹ Bureau of Labor Statistics, "Employment Projections 2006-2016 (U.S. Department of Labor, 2007) Table 9.

² Center for American Progress, October 2008: *Creating postsecondary pathways to good jobs for young high school dropouts—The Possibilities and Challenges*. Found at: <http://www.clasp.org/admin/site/publications/files/0438.pdf>

³ Bureau of Labor Statistics, Current Population Survey, found at <http://www.bls.gov/emp/emptab7.htm>.



New Brunswick Community College Network & Maine Community College System

Compact for the Advancement of Educational, Economic Development and Cultural Opportunities for the Region

MEMORANDUM OF UNDERSTANDING

BY AND BETWEEN

Maine Community College System (hereafter referred to as M CCS), representing Northern Maine Community College (NMCC) in Presque Isle, Maine and Washington County Community College (WCCC) in Calais, Maine, who are both accredited by the New England Association of Schools and Colleges, Inc. Commission on Institutions of Higher Education, having its principal place of business at 323 State Street, Augusta, ME 04330,

AND

The New Brunswick Community College Network (hereafter referred to as NBCC), under the mandate of the New Brunswick Provincial Department of Training and Employment Development, having its principal place of business at 500 Beaverbrook Court, Fredericton, New Brunswick E3B5X4 with campuses in Fredericton, Miramichi, Moncton, St Andrews, Saint John and Woodstock.

WHEREAS

The parties have a mutual interest in providing excellent service to our respective students and to the communities we serve, and are willing to share knowledge, experience, and resources in pursuit of this objective.

THE PARTIES HAVE AGREED TO PROVIDE THE FOLLOWING SERVICES:

- To develop articulation agreements whereby students may be referred to programs under-enrolled (as designated by the respective colleges) and/or not offered by M CCS and NBCC:
 - a) Access to occupational programs may be provided so that students can take major/core course requirements at M CCS or NBCC with general studies/humanities courses being taken at a student's home college (*student eligibility for financial aid must adhere to qualifications and rules governed by the respective institutions*),
 - b) Access to distance learning instruction is provided for certain majors and/or specialty courses (as designated by the respective colleges),

- c) Consideration is given to dual enrollment in MCCS and NBCC for students participating in any of the above unless otherwise defined in the articulation agreements,
 - d) Provide tuition and fees at the local in-state/in-province residency rates for students who participate in programs and/or courses designated as under-enrolled by the respective institutions;
- To create opportunities for forums for the exchange of ideas to enhance the respective institutions;
 - To identify and facilitate opportunities to jointly develop and share curricula and associated activities;
 - To create opportunities for professional development for faculty;
 - To address other areas of mutual interest.

This memorandum of understanding will serve as a platform for additional partnership projects, including but not limited to, invitation to other colleges within the respective systems to participate in this agreement and establishment of forums to review the progress of the agreement and consider additional partnership opportunities.

The MCCS and NBCC agree to meet at least once annually to discuss the mutually beneficial projects and programs emerging from improved cooperation between the two partners. MCCS and NBCC will alternate coordination and facilitation of the meetings.

TERMS AND TERMINATION

The terms of this Agreement will commence when signed by each authorized representative of the named parties. The term of this Agreement shall be for two years and shall be automatically renewed unless either party receives written notice 30 days prior to the expiration date that they do not intend to renew. This Agreement may be cancelled at any time by either party with or without cause upon 30 days written notice. In the event of cancellation, both parties agree to fulfill commitments to students already enrolled at the respective institutions under conditions of this agreement. This Agreement may also be modified at any time with the permission of both parties.

CONFIDENTIALITY

Each Party to this Agreement will keep confidential and not disclose to any third party any materials or information submitted to it by the other in connection with the performance of this Agreement, if labeled or identified as confidential. This does not apply to

information (i) Publicly announced or known, (ii) received from a third party without violation of an obligation of confidentiality, (iii) required to be disclosed by law.

Right to Information Act

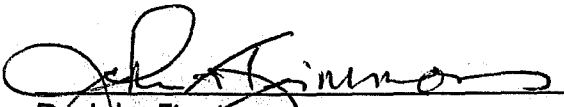
NBCC and MCCS acknowledge that NBCC and the Minister of Training and Employment Development are governed by the Right to Information Act (New Brunswick) and accordingly must disclose information when requested in accordance with the act.

LIMITATIONS ON LIABILITY

Neither party will have any liability for any special, indirect, incidental, consequential, or exemplary damages in connection with this Agreement. Neither party shall be responsible for any failure to perform its obligations under this Agreement (other than obligations to pay money) caused by an event reasonably beyond its control including, without limitation, acts of the other party to this Agreement, the performance or availability of the Internet, wars, riots, labor strikes, natural disasters or any law, regulation, ordinance or other act or order of any court, government or governmental agency.

For the
Maine Community College System

For the
New Brunswick Community College Network



Dr. John Fitzsimmons
President




Mr. Michel Thériault
Assistant Deputy Minister

2/9/03


Date

2/9/07

Date



The Honorable John Elias Baldacci
Governor of Maine



The Honorable Shawn Graham
Premier of New Brunswick



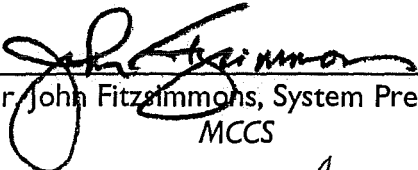
New Brunswick Community College Network & Maine Community College System

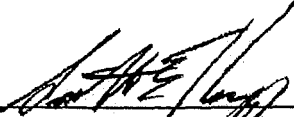
**Compact for the
Advancement of Educational, Economic Development
and Cultural Opportunities for the Region**

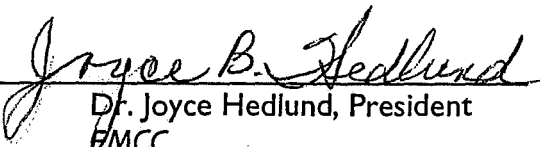
AMENDMENT TO MEMORANDUM OF UNDERSTANDING

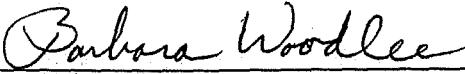
The Memorandum of Understanding dated February 9, 2007 between the New Brunswick Community College Network (hereafter referred to as NBCC) and the Maine Community College System (hereafter referred to as M CCS) representing Northern Maine Community college (NMCC) in Presque Isle, Maine and Washington County Community College (WCCC) in Calais, Maine **IS AMENDED** to include all colleges of the M CCS effective August 1, 2008:

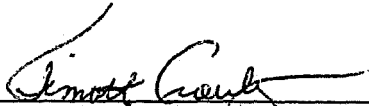
- Central Maine Community College (CMCC) in Auburn, Maine
- Eastern Maine Community College (EMCC) in Bangor, Maine
- Kennebec Valley Community College (KVCC) in Fairfield, Maine
- Northern Maine Community College (NMCC) in Presque Isle, Maine
- Southern Maine Community College (SMCC) in South Portland, Maine
- Washington County Community College (WCCC) in Calais, Maine
- York County Community College (YCCC) in Wells, Maine



Dr. John Fitzsimmons, System President
M CCS

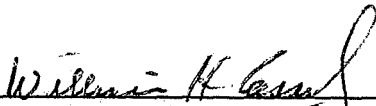

Dr. Scott Knapp, President
CMCC

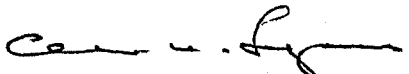

Dr. Joyce Hedlund, President
EMCC


Dr. Barbara Woodlee, President
KVCC


Mr. Timothy Crowley, President
NMCC


Dr. James Ortiz, President
SMCC


Dr. William Cassidy, President
WCCC


Dr. Charles Lyons, President
YCCC

NEW BRUNSWICK COMMUNITY COLLEGE

*Programs of Study Available to Maine Students
Under the Maine Community College System and
New Brunswick Community College System
Memorandum of Understanding
2009-2010 Academic Year*

Applied and Media Arts

- Animation and Graphics
- Digital Photography
- Electronic Game – 3D Graphics
- Electronic Game – Design
- Graphic Design
- Journalism
- Media Studies

Business Administration

- Business Administration
- Business Administration - Accounting
- Business Administration - Investment Management
- Business Administration - Marketing
- Business Administration - Sales and Marketing

Business Office

- Office Administration
- Office Administration - Bilingual
- Office Administration - Executive
- Office Administration – Medical

Customer Service, Hospitality and Tourism

- Event Management
- Hospitality Tourism Management -Culinary Arts
- Hospitality Tourism Management-Hotel and Restaurant
- Hospitality Tourism Management - International Travel and Tourism

Social Services

- Youth Care Worker

Protective Services

- Criminal Justice

Information Technology

- Information Technology: Programmer-Analyst (Co-op)

Electrical and Electronics Engineering

- Electronics Engineering Technology: Electronics Design and Embedded Systems
- Electronics Engineering Technology: Industrial
- Electronics Engineering Technology: Telecommunications
- Civil Engineering
- Civil Technician
- Geographic Information Systems Technology
- Motive Power
- Marine Diesel Mechanics
- Transport and Marine Systems
- Aquaculture Technician
- Mechanical
- Mechanical Engineering Technology: Buildings – Energy and Environment (Co-op)
- Mechanical Engineering Technology: Production Management (Co-op)
- Metals and Manufacturing
- Computerized Numerically Controlled Manufacturing Technician
- Machinist (Moncton was not oversubscribed)
- Sheet Metal Fabrication
- Building and Construction
- Bricklaying
- Floor Installer
- New Brunswick College of Craft and Design
- Foundation Visual Arts
- Fine Craft and Applied Design
- Visual Arts Advanced Studies

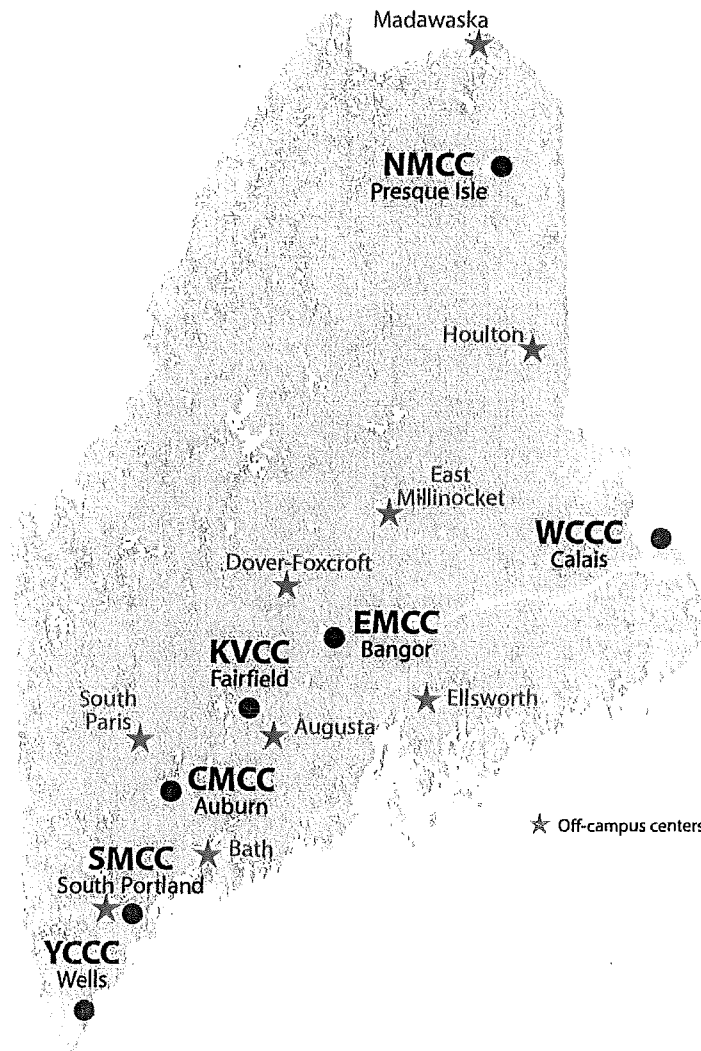


Maine Community College System

Report and Recommendations of

The MCCS Rural Initiative

Investing in the future of rural Maine



December 2007

I applaud the community colleges for focusing attention and resources on the specific needs of rural Maine. Education is key to strengthening Maine's rural economy, and the community colleges are uniquely positioned to deliver programs and services that lead to a more highly skilled workforce and an improved quality of life.

*Governor John E. Baldacci
December 2007*

Our rural communities are more than just the public face of Maine, they are the core of who we are as a state and as a people. Along their rolling hills, forests and coastline live forty-two percent of our state's population. Many of our rural residents live in stark contrast to their urban counterparts. By key economic indicators their incomes are lower, unemployment is higher, and many fewer have attained a college degree.

Our state's evolving economy presents unique challenges for rural communities. At the forefront of these challenges is the need for a skilled and educated workforce. We believe that investments in the people of rural Maine are critical to our ability to build a prosperous economy and preserve a way of life second to none.

The community college system stands ready to work with rural Maine to build an educated and skilled workforce, one that helps assure a stable, sustainable economy for all of Maine.

*John Fitzsimmons, President
Maine Community College System
December 2007*

Overview

More than a half-million people live in rural Maine, about 42 percent of the state's population. Many of them enjoy the significant benefits of living in close proximity to the state's abundant natural resources and of being sustained by a strong sense of community.¹

But many of those who live in the rural parts of our state also struggle mightily to make ends meet. Deep, ongoing job losses in traditional manufacturing and natural resource-based industries have caused economic distress throughout much of rural Maine. If you live in a rural part of our state in 2007, you are significantly more likely to be unemployed, to live in poverty, and to lack a college degree than if you reside in a more heavily populated area.

An estimated 12.2 percent of rural Maine households live below the poverty line. In fact, poverty in Washington, Somerset, and Aroostook Counties is about twice that of Sagadahoc and York Counties.² Most disturbing of all, between 2000 and 2005, Maine saw the largest percentage increase in rural child poverty of any state in the nation. According to 2005 U.S. Census data, 22.4 percent of rural Maine children under 18 live in poverty.

The troubling economic gap between Maine's rural and urban areas is matched by a growing educational divide. When the state's economy was fueled by its natural resources, Maine people could often find solid work in paper and textile mills, in the woods, and on the water. Hard work, common sense, and dedication to a task were often the keys to success. But times have changed, and Maine's workforce needs a stronger skill set in order to succeed in today's economy and attract new employers.

As researchers at the Margaret Chase Smith Policy Center note, there is a clear and growing correlation between education and income in Maine. It is simply no coincidence that the counties with the lowest percentage of adults holding a college degree are also those with the highest poverty rates. According to recent U.S. Census data, some 80 percent of residents of Somerset, Piscataquis, Washington, and Aroostook Counties do not hold either an associate or bachelor's degree.

These facts and hard realities led the Maine Community College System to embark on a listening tour throughout rural Maine in the summer and fall of 2007. Clearly, Maine's community colleges cannot—on their own—address all of the many challenges that confront the rural areas of our state. But because they are dedicated to both workforce and economic development and are designed to be responsive to regional economic needs and opportunities, the colleges are uniquely positioned to help address some of the major workforce challenges confronting rural Maine.

¹ A number of government agencies (among them the U.S. Census Bureau and the U.S. Department of Labor) define rural in different ways and for different purposes. In order to determine a definition for this initiative that is relevant to its purposes and captures the unique characteristics of the Maine landscape, the M CCS will convene a small workgroup to review and clarify existing definitions.

² U.S. Department of Agriculture, Economic Research Service, 2004 County Level Poverty Rates for Maine.

Over the course of four months, MCCS President John Fitzsimmons traveled some 2,500 miles to meet with nearly 400 community and business leaders from all 16 counties.³ The conversations focused on how the state's community colleges could support and strengthen efforts to improve Maine's rural economies. Not surprisingly, the issues raised by participants in the meetings varied by region, as did their recommendations for how the community colleges might better serve individual areas of the state.⁴ Nonetheless, a number of common themes emerged that have informed the recommendations contained within this report.

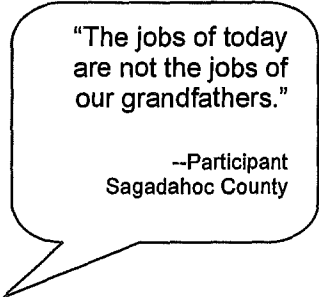
➤ **A sense of optimism and long-term commitment**

Across rural Maine, strong, positive energy exists to improve the economy and strengthen communities. Again and again, focus group participants expressed a deep appreciation for the quality of life and sense of community that exist in rural Maine, and they indicated a clear willingness to work hard to bring about positive change in their region. Participants spoke frequently of a strong desire to sustain rural Maine's quality of life for their children and future generations and to enable their children to find solid, meaningful work that would allow them to remain in their communities. In meeting after meeting, participants demonstrated a clear-eyed understanding of the realities and the barriers confronting their region of the state.

➤ **Across Maine, a lack of qualified workers for available jobs**

Participants in meetings across the state spoke frequently of the need for more skilled workers, particularly in all areas of health care, in construction, in niche manufacturing, and in such traditional natural resource-based industries as pulp and paper. At the same time, they spoke openly about the lack of preparedness and "soft skills" of many entry-level workers, and they worried about the future impact of a rapidly aging workforce—who, they wonder, will replace the current skilled workers?

Statewide data suggests these concerns are well founded. Jobs in even the most traditional of trades have become far more complex in recent years. Many of these jobs now rely on cutting-edge technology and on workers with the skills to use that technology and adapt to new work processes. According to the Maine Department of Labor, the number of jobs in occupations requiring some form of post-secondary education or training is expected to rise by 16 percent between 2002 and 2012.⁵



"The jobs of today are not the jobs of our grandfathers."

--Participant
Sagadahoc County

This is true in both rural and urban Maine. A survey conducted by the Maine State Chamber of Commerce in 2004 reported that nearly 50 percent of its members across the state were having a difficult time finding skilled workers. A recent analysis by the

³ Appendix A includes a list of the meeting locations and those who participated.

⁴ Appendix B includes many of the recommendations and suggestions made by participants in the rural meetings.

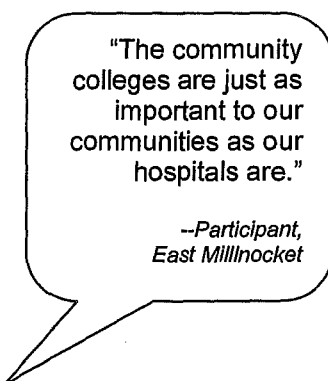
⁵ "The Relationship Between Education and Unemployment and Earnings." Maine Department of Labor, Labor Market Information Services. <http://www.maine.gov/labor/lmis/pdf/EducationUnemploymentEarnings.pdf>.

MCCS identified a projected annual shortage of more than 4,200 workers trained at the community college level, many of them in industries critical to rural Maine's economy and quality of life, among them health care, hospitality, security, and construction.⁶ And in Aroostook County, a study by the University of Southern Maine's Center for Business and Economic Research reported that although interaction and communication skills were most easy to find in new hires, employers were more challenged to find workers who possessed the necessary analytical and math skills.⁷

➤ **The importance of the community colleges to rural Maine**

In meeting after meeting, participants made clear that the state's community colleges play a vital role in their region of the state. Many stressed that the colleges and their off-campus centers are critical to the economic, educational, and cultural life of their communities and provide training and education that are key to the success of many rural Maine businesses, both large and small.

Others noted the importance of the colleges to individual success. As several said, the choice for many rural Maine people (especially those who are low-income or the first in their family to consider higher education) is not between a community college and another institution; it's between a community college and nothing. As one participant in Dover-Foxcroft put it: "The community colleges are a safety net for so many."



"The community colleges are just as important to our communities as our hospitals are."

--Participant,
East Millinocket

⁶ Available at <http://www.mccs.me.edu/about/gapanalysis.pdf>.

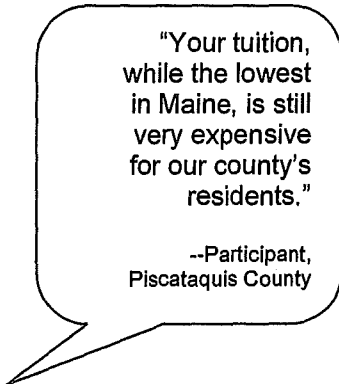
⁷ *A Profile of the Workforce in Aroostook County in 2007*, University of Southern Maine's Center for Business and Economic Research, August 2007. Available at <http://www.nmdc.org/pdf/AroostookLaborForce2007.pdf>.

Priorities and Action Steps

Many of the challenges that confront rural Maine are complex and will require coordinated and long-term responses by state and local governments, businesses, non-profits, schools, and involved citizens. Nonetheless, when asked to focus specifically on how the community colleges could provide greater support and assistance to their communities and local economies, meeting participants identified a number of common concerns and priorities.⁸ It is important to note that at many of the meetings, participants expressed a clear desire for an expansion of the community college system. The call for new off-campus centers was heard repeatedly, especially along the mid-coast and in the western mountains. Scarce state and community college resources make such an expansion unlikely in the near term; however, thanks to generous private support and a realignment of existing community college resources, the MCCS is able to move forward to address most—if not all—of the key priorities identified during its months' long listening tour of rural Maine.

I. Provide more financial assistance to address income challenges

Incomes in most of rural Maine are, on average, about 80 percent of those in the state's more urban areas, and the disparities can be dramatic, with per capita income ranging from a high of \$37,847 in Cumberland County to a low of \$23,921 in Somerset County.⁹ A 2006 survey of working age adults in Maine who lack a college degree found that the cost of college is a very real deterrent for a great many students. In fact, nearly 60 percent of survey respondents cited the cost of college as the primary reason why a college degree had not been pursued. And 88 percent said low cost would make pursuing a degree easier. As one participant from Waldo County told President Fitzsimmons quite simply during the rural initiative meeting in Belfast: "Price matters."



"Your tuition, while the lowest in Maine, is still very expensive for our county's residents."

--Participant,
Piscataquis County

Participants noted that even when low- to moderate-income Maine people are able to cover the costs of college tuition and fees, they frequently confront other significant cost barriers, chief among them child care expenses. Indeed, over a third of Maine people who lack a college degree report that assistance with child care would make pursuing a degree easier.¹⁰ As one participant in the rural meetings noted: "Support services such as child care are lacking and that limits the ability of many people in rural areas to access their best ticket to prosperity."

⁸ A full list of the suggestions made by participants in the MCCS rural meetings is included in Appendix B.

⁹ *Demographic and Economic Profile, Updated May 2006*. Rural Policy Research Institute. Available at <http://www.rupri.org/Forms/Maine.pdf>.

¹⁰ *Survey of Maine Citizens Who Have Not Attained a College Degree*. Strategic Marketing Services for the Maine Community College System, April 2006.

Because the poorest Maine counties are also the counties with the lowest percentage of adults holding a college degree, participants in the rural meetings stressed that higher education in those areas must be made as accessible as possible, both in terms of cost and proximity. As they noted, in many areas of the state employers lack the resources to assist their employees with college costs. Statewide, only 37 percent of employees report that their employers offer any type of educational benefits, and this percentage is significantly lower in rural Maine, where small businesses predominate.¹¹

Actions

Establish a \$5 million scholarship fund to assist Maine people living in rural communities

A gift from the Bernard Osher Foundation will enable the Maine Community College System to establish a \$5 million endowed scholarship fund, the proceeds of which will be used to award between 250 and 300 scholarships each year to students from rural Maine studying at a Maine community college. The largest endowed gift in the history of Maine's community colleges, the Osher gift of \$3.5 million is designed to be matched by \$1.5 million in other funds, bringing the total of the endowed fund to \$5 million.

A native of Biddeford, resident of San Francisco, and a founding director of one of the nation's largest savings institutions, Bernard Osher has long been a benefactor of higher education in Maine and across the country. In all, his contributions to education, the arts, and social services have totaled over \$800 million, placing him among the nation's most generous philanthropists. With this most recent gift, his support of the Maine Community College System totals nearly \$8 million and has seeded an additional \$3 million in matching funds. Earlier scholarship gifts from the Bernard Osher Foundation provided key support in the transition from Maine's technical to community colleges and reflect Mr. Osher's deep commitment to expanding access to higher education in Maine.

Expand an existing scholarship program to include child care assistance

To help students with demonstrated financial need who require assistance with child care expenses in order to attend (or remain in) school, the Maine Community College System will broaden an existing tuition scholarship program (funded by \$150,000 in Racino revenues) to include assistance with child care costs.¹²

¹¹ *Survey of Maine Citizens Who Have Not Attained a College Degree*. Strategic Marketing Services for the Maine Community College System, April 2006.

¹² Under state law the MCCS receives one percent of Racino revenues for scholarships. In the fall of 2008, that will generate approximately \$400,000. About \$150,000 of that total will provide scholarships to Early College for ME participants who enroll in one of Maine's community colleges, and \$100,000 will be used for other scholarships. The remaining \$150,000 will be used for scholarships that, previously, had covered only tuition and that will now be broadened to help cover a student's child care expenses.

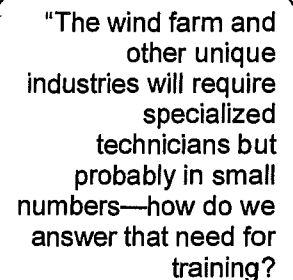
II. Bring programs out to rural areas

In spite of the fact that Maine's seven community colleges and their nine off-campus centers are within 25 miles of 92 percent of Maine's population, distance and accessibility are still an issue for many individuals in many small communities. This is true even in York County where, as one participant in the North Berwick meeting noted: "It's a long way from Parsonsfield [on the New Hampshire border] to Wells [home of York County Community College]."

For many working adults, traveling an hour or more in the evenings to get to a class is simply unrealistic and too costly. And while some courses lend themselves to distance education through interactive television or on-line technologies, others, especially hands-on occupational courses, do not.

As participants noted again and again, the need for skilled workers in a host of industries, many of them in the trades, exists across rural Maine. This is especially true in health care. A recent report from the Maine Center for Economic Policy notes that health care occupations now comprise one out of six jobs in Maine's more rural counties, and their growth has more than offset manufacturing job losses over the last two decades. In order to support and expand this important growth sector, Maine needs to ensure greater access to advanced health care training for those who live and work in rural parts of the state. This issue was raised at nearly every one of the 16 meetings, and participants stressed that the need went far beyond nurse training.

The challenge, as participants noted, is one of scale. The number of students needing a particular program of study may be relatively small and the number of skilled workers needed by a business or industry—while critical to long-term success—may be limited. In many of the state's most rural areas, there simply may not be enough demand or adequate resources to support a permanent program. The solution: bring targeted, high-demand programs out on an intermittent basis.



"The wind farm and other unique industries will require specialized technicians but probably in small numbers—how do we answer that need for training?"

--Participant, Presque Isle

Action

Create *Bring College to ME*

The Maine Community College System will create a new initiative called *Bring College to ME* that will deliver targeted, two-year degree programs—on an intermittent basis—to rural Maine.

Because of the critical demand for skilled health care workers in all parts of the state, the first of the *Bring College to ME* programs will be health care related. Initially, *Bring College to ME* will result in five new health care programs stretching from rural York County to far northern Aroostook County. By the fall of 2010, the MCCS

expects to offer additional degree programs in other sectors, based on industry need and student demand.

The launch of *Bring College to ME* is made possible by two major gifts to the Maine Community College System. TD Banknorth, which has over the years generously supported a number of initiatives at our individual colleges, has made a System-wide gift of \$200,000 through the TD Banknorth Charitable Foundation to support *Bring College to ME*. The Betterment Fund has contributed \$150,000 to help launch the program, continuing its generous support of Maine's community colleges. Previously, the Betterment Fund was instrumental in funding the pilot of *Early College for ME*, a college transition program for high school students that now serves 74 high schools around the state and that has, to date, helped nearly 1,500 students prepare for and/or enroll in college.

These two gifts, combined with a \$400,000 allocation from the MCCS, will enable the Maine Community College System to launch *Bring College to ME* in the fall of 2008.

III. Increase distance learning opportunities

"The ability to use technology to engage a student versus having to travel to Bangor has been accepted well in our region."

--Participant,
East Millinocket

Across Maine, participants in the rural meetings were eager for greater access to the community colleges through the use of distance education. A number of participants noted that distance learning was especially convenient and important for rural students, providing them access to courses and programs not otherwise available. Others noted that the distance programming already offered by the community colleges allows people to stay in their communities and may in fact lessen the likelihood that they will leave home to receive their education and not come back. Certainly, the distance education offered by the community colleges has grown increasingly popular in recent

years. In fact, the number of registrations for on-line courses has doubled in just four years, to over 7,300 in 2007.

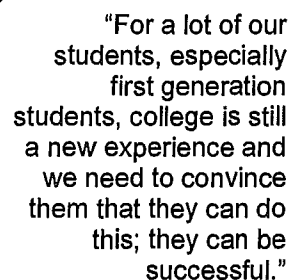
Action

Expand distance learning opportunities

The MCCS will expand the services and programs it provides to rural Maine via interactive television. Each of the seven colleges will add ITV services to an off-campus location. Funded through a grant from the U.S. Department of Education, funds from the 2007 bond for higher education, and the colleges' own resources, this \$245,000 expansion of interactive television services will significantly increase the ability of the colleges to make more college courses available to rural Maine residents.

IV. Increase high school students' access to the community colleges.

The success of both the MCCS *Early College for ME* program¹³ and other initiatives designed to give high school students access to community college courses prompted many participants in the rural meetings to call for an expansion of these opportunities. As participants noted, providing Maine students with a chance to experience college life before they leave high school often results in higher aspirations and greater confidence. One participant in Naples described the impact of the programs in this way: "Success breeds success." As others remarked, programs that make it possible for students to earn college credit while still in high school can actually reduce the total cost of college and the time required to complete a credential or degree.



"For a lot of our students, especially first generation students, college is still a new experience and we need to convince them that they can do this; they can be successful."

--Educator, South Paris

Action

Expand *On Course for College* for rural high school students

In 2007, the state's community colleges provided over 400 college courses to Maine high school students. During 2007/08, through a new initiative known as *On Course for College*, the MCCS will make available an additional 500 courses, at little or no cost, to Maine high school juniors and seniors.¹⁴ By the fall of 2008, 250 of those additional courses will be earmarked specifically for students living in rural Maine. Some of those students will enroll in courses at their local community college. Others will be able take advantage of on-line and ITV course offerings. Still others will be able to take community college courses at their high school. These additional scholarships to rural Maine high schools students represent an investment of approximately \$60,000 by the MCCS.

¹³ Early College for ME is a comprehensive college transition program that provides high school juniors and seniors with the chance to enroll in college courses at a Maine community college, and to do so at little or no cost. Information about the program is available at <http://www.mccs.me.edu/student/oncourseforcollege.html>.

¹⁴ More information about *On Course for College* is available at <http://www.mccs.me.edu/student/oncourseforcollege.html>.

V. Expand workforce training opportunities for small, rural businesses

As noted earlier, many of Maine's employers lack the resources necessary to upgrade the skills of their workforce. Only about one third of Maine workers report that their employers offer any type of educational benefits.¹⁵ The MCCS Maine Quality Centers (MQC) Program has worked since 1994 to provide businesses seeking to expand or locate in Maine with free, customized workforce training. In all, the program—with an annual budget of about \$900,000—has helped nearly 200 Maine businesses expand or locate their operations in Maine, and these expansions represent over 10,700 new jobs, all of which must meet a minimum skill requirement and offer a competitive salary with benefits. But as several participants in the MCCS rural meetings noted, MQC's services are not as beneficial to rural Maine as they might be, as they are targeted to businesses with eight or more employees. Ninety percent of all of Maine's employers have 25 or fewer employees, and of the 140,000 small businesses in Maine—a great many of which are located in rural Maine—about 90 percent employ five or fewer workers.¹⁶

Action

Extend the services of the Maine Quality Centers to more small businesses

In order to enable more small businesses in rural Maine to access the workforce training services of the Maine Quality Centers, the MCCS will recommend to its Board of Trustees that it amend current procedures and allow the MQC to work with rural businesses with fewer than eight employees. This shift will mean greater access to workforce training for Maine's rural businesses and more skilled employment opportunities for Maine workers.

¹⁵ *Survey of Maine Citizens Who Have Not Attained a College Degree*. Strategic Marketing Services for the Maine Community College System, April 2006.

¹⁶ University of Maine Cooperative Extension. Available at:
<http://www.umext.maine.edu/POW/POW2007/issuepapers/Entrepreneurship-Small%20and%20Home-Based%20Business.doc>

Appendix A: Meeting Participants

Dover-Foxcroft (7/19/07)

Jack Clukey	Town of Dover-Foxcroft
Thomas Kittredge	Piscataquis County Economic Development Council
Steve Pound	Cianbro Corp./Greenville Adult Education
Linda Gilbert	Camden National Bank
Russ Paige	Piscataquis Chamber of Commerce
Theresa Mudgett	TDC – Career Center
Judy Holt	Training and Development Corp.
Ruth Geiger	Interface Fabric
Sophia Wilson	Town of Brownville
Sheila Grant	Piscataquis County Economic Development Council
Linda Howard	Retired Educator
Rebekah Metzler	Bangor Daily News
Suzanne Rojas	MSAD 48 Adult Education
Rep. James Annis	State Representative
Stu Hedstrom	Piscataquis Observer
Patrick Myers	Center Theatre for the Performing Arts
Sue Mackey-Andrews	Solutions Consultant
Thelma Regan	PVAEC – Adult Education
George Barton	Retired Educator – PLI Steering Committee
John Holden	EMDC
John Simko	Town of Greenville
Mike Henderson	Piscataquis County
Thomas Iverson	Piscataquis County Emergency Management Agency
Paula Matulis	Penquis C.A.P.

East Millinocket (7/19/07)

Wendy-Jo Berube	Millinocket Regional Hospital
Rhonda Thompson	East Millinocket/Millinocket Adult Education
Tina Jamo	Katahdin Federal Credit Union
Amy Willard	Katahdin Region Higher Education Center
Carolyn Kettle	Katahdin Region Higher Education Center
Brian Wiley	Katahdin Area Chamber / Brookfield Power
Bruce McLean	Adjunct Faculty - Katahdin Region Higher Education Center
Deb Roundtree	Katahdin Region Higher Education Center
Alan Dickey	Northern Penobscot Technical Center
Rep. Henry Joy	State Representative

Presque Isle (7/20/07)

Jane Towle	RE/MAX
Alton Haitt	Coca-Cola
Walt Elish	APP
Durward Huffman	Maine Community College System
Rep. Patricia Sutherland	State Representative
Vicki Smith	Katahdin Trust
Phil Bosse	Office of Senator Susan Collins
Nancy Chandler	MPS
Barbara Hayslett	Office of Congressman Michael Michaud
Robert Clark	Northern Maine Development Commission
Roy Hews	TDBanknorth
Tom Umphrey	TAMC
Dave Peterson	TAMC
Dick Engels	Bemis & Rossignol
Gary Cleaves	Maine Military Authority
Gregg Collins	S.W. Collins, Co.
Larry LaPlante	Northern Maine Community College
Kris Doody	Cary Medical Center
William Egeler	Northern Maine Community College
Rep. Jeremy Fischer	State Representative
Jim Davis	Cary Medical Center
Rep. Peter Edgecomb	State Representative
Dennis Curley	Channel/Radio
Sen. Roger Sherman	State Senator
Sonja Fongemie	Northern Maine Community College
Jason Parent	Northern Maine Community College
Scott Johnson	The Star-Herald
Angela Gerry Thompkins	Northern Maine Community College
Alan Panches	Northern Maine Community College
Ray Gauvin	NMCC Foundation
Sandy Gauvin	NMCC Foundation

Calais (7/20/07)

Donald Rice	Department of Labor / Career Center
Scott Harriman	Town of Baileyville
Marcia Rogers	Child & Family Opportunity, Inc.
Barbara Barrett	Washington County Community College
Desiree Thompson	Washington County Community College
Cynthia Moholland	Washington County Community College
Len Lloyd	EBS Building Supply
Sen. Kevin Raye	State Senator
William Barnett	Riverside Electric
Ian Pratt	Pratt Chevrolet
Linda Corey	St. Croix Valley Chamber of Commerce

Calais (continued)

Tina Erskine	Washington County Community College
Darin McGaw	Washington County Community College
Scott Whitney	Machias Savings Bank
Harold Clossey	Sunrise County Economic Council
Jim Thompson	Downeast Heritage Museum
Dan Hollingdale	Calais Motor Inn
John Marchese	Calais Motor Inn
Cynthia Huggins	University of Maine Machias
Peter Perkins	Calais School Department
Kent Lyons	Washington County Community College
David Sousa	Washington County Community College
Charlie McAlpine	Eastern Maine Electric Co-Op

Fairfield (8/1/07)

Rep. Lisa Miller	State Representative
Frank Hample	State Planning Office
Don Poulin	Erskine Academy
Elaine Miller	School Union 52
Regina Campbell	MSAD #74
Doug Carville	Winslow High School
John Delile	Kennebec Valley Community College
Karen White	Kennebec Valley Community College
Ken Young	Kennebec Valley Council of Governments
Sen. Earle McCormick	State Senator
Peter Thompson	Kennebec Valley Chamber of Commerce
William Braun	MSAD 48
David Pease	Sebastcook Valley Hospital
David Holden	TDBanknorth
Michael Cormier	MSAD 9
Scott Bullock	Maine General Health
Dick Willette	Redington Fairview Hospital
Ray Richard	Kennebec Valley C.A.P.
Dean Baker	MSAD 49
Mark Campbell	MSAD 49
Don Reiter	Waterville Public Schools
Clyde Dyar	Teague Biotechnology Center
Connie Brown	Augusta Schools
Keith Gunning	Bangor Savings Bank
Beau Mears	Northeast Laboratory Services
Kathy Moore	Kennebec Valley Community College
Anita Dunham	Skowhegan Career Center
Sandra Cavanaugh	Augusta Career Center
Rep. Patrick Flood	State Representative
Rep. William Browne	State Representative

Fairfield (continued)

Rep. Edward Finch	State Representative
John Dalton	Inland Hospital
Paul Blanchette	Town of Fairfield
John Butera	Central Maine Growth Council
Rosie Bradley	Town of Fairfield

North Berwick (9/13//07)

Rep. Sarah Lewin	State Representative
Jamie Goodwin	Conifer Consulting
Kevin Reilley	Benchmark Construction
Barbara Low	Low, Inc.
Roberta Orsini	Town of South Berwick
Dotty Leavitt	William Arthur, Inc.
Rep. Kathleen Chase	State Representative
Tami Gower	York County Community College
Rep. Bonnie Gould	State Representative
Ed McDonough	Wells-Ogunquit CSD
Rep. Joan Nass	State Representative
Sen. Richard Nass	State Senator
Dwayne Morin	Town of North Berwick
Rep. Don Pilon	State Representative
Rep. Walt Wheeler	State Representative
Mark Green	Town of Sanford
Martha Muldoon	Kennebunk Savings Bank
Geoff Titherington	Bonanza Steak House
Tim Hussey	Hussey Seating
Chris Magnuson	Wasco Products, Inc.
Adrian Ayotte	Architectural Glazing Technology
Janice Goldsberry	Sanford School Department
Doug Coombs	Ocean Bank
Darlene Stromstad	Goodall Hospital
Henry Scipione	York School Department
Will Armitage	Biddeford-Saco Area EDC
Charles Bates	General Dynamics
Tim Dunne	YCCC Foundation

Rockland (9/20/07)

Rep. Chris Rector	State Representative
Stacey Palmer	Maine Marine Trade Association
Claire Adams	Camden/Rockport Chamber of Commerce
Bob Peabody	Town of Rockport
Bob Hastings	Penobscot Bay Regional Chamber of Commerce
Charles Newton	Penquis
Rep. Edward Mazurek	State Representative
Jason Philbrook	Midcoast Internet Solutions
Rep. David Miramant	State Representative
Karen White	Kennebec Valley Community College
Bruce Davis	Kennebec Valley Community College
Daran Deran	Kennebec Valley Community College
Marianne Doyle	Midcoast School of Technology
Abby Manahan	Midcoast School of Technology
Tim Hawthorne	Midcoast School of Technology
Mike Weatherwax	Five Town CSD
Christina Kinney	Camden/Rockport Chamber of Commerce

Auburn (9/27/07)

Guy Desjardins	Androscoggin Sheriff
Judy Wilder	Central Maine Community College
Greg Gill	Town of Sabattus
Jason Libby	Poland Spring Preservation Society
L. J. McPeake	Retired
Celeste Yakawonis	Town of Turner
Diane Dostie	Central Maine Community College
Dave Griffiths	School Union 29
John Geismar	Town of Minot Planning Board
Rhonda Irish	Town of Minot
Martin Puckett	Town of Livermore Falls
Rep. Elaine Makas	State Representative
Rep. Dick Wagner	State Representative
Rep. Deborah Simpson	State Representative
Rep. Gary Knight	State Representative
Barbara Owen	Central Maine Community College
Roger Philippon	Central Maine Community College

South Paris (10/9/07)

Barbara Livingston	Central Maine Community College
Roger Philippon	Central Maine Community College
Mark Eastman	Oxford Hills School Department
Sen. David Hastings	State Senator
Rep. Sawin Millett	State Representative
Jim Trundy	WMCA / Career Center
Ted Davis	Telstar High School
Brad Cummings	Maine Machine Products
Rep. Terry Hayes	State Representative

Strong (10/10/07)

Rick Dorian	LEAP, Inc.
Greg Davis	Town of Kingfield
Alison Hagerstrom	Greater Franklin
Irv Faunce	Western Maine Community Action
Jeff Mitchell	Village Realty, Inc.
Mike Cormier	MSAD 9
Ray Therrien	MSAD 9
Roger Philippon	Central Maine Community College
Randall Lee	Central Maine Community College
Fen Fowler	Western Maine Community Action
Doug Dunlap	Wilton
Brenda Clark	Verso Paper
Lisa Park Laflin	Healthy Community Coalition
Leah Binder	FCHN
Freida Smith	AWAP
Caitlin Carson-Gabriel	Central Maine Community College
Peggy Willihan	Verso Paper
Quenten Clark	MSAD 58
Rep. Tom Saviello	State Representative
Gary Perlson	MSAD 58 Adult Education
Aimee DesRoches	AWAP

Damariscotta (10/11/07)

Cathy Cole	Miles Health Care
Andy Hamblet	Boothbay Region YMCA
Amy Winston	Lincoln County Economic Development
J. Theodore Repa	Seaside College Consortium
Sen. Dana Dow	State Senator
Stephen Cole	CEI
Bill Blodgett	Lincoln County Commissioner

Damariscotta (continued)

Randall Lee	Central Maine Community College
Cindy Leavitt	Miles Memorial Hospital
Rep. Jon McKane	State Representative
Ellen Dickens	School Union 74 Adult Education
Scott Shott	Miles Health Care
Stacey Miller	Miles Health Care
Wendy Roberts	Miles – Cove's Edge
Thom Gregg	Miles Health Care Board
John Anderson	Town of Boothbay
Kitty Gregg	Miles Health Care Board
Ken Mason	Lincoln County Sheriff's Office
Judy McGuire	Miles Health Care
Ann Wilkie	St. Andrews Hospital

Naples (10/18/07)

Jim Durrell	Krainin Real Estate
Micah Nicmy	Town of Bridgton
Cathy Walz	Bonny Eagle Adult Education
Sen. David Hastings	State Senator
Sen. Lois Snowe-Mello	State Senator
Susan Williams	Southern Maine Community College
John Donovan	Sacopee Valley High School
Pat White	Town of Fryeburg
Rosie Schacht	Lake Region Vocational Center
Steve McFarland	Windham Adult Education
Rep. Mark Bryant	State Representative
Paul Penna	Gray-New Gloucester High School
Rob Beecher	Lake Region Vocational Center
Janet Sortor	Southern Maine Community College
Kevin Murphy	R. J. Grondin & Sons
Scott Beatty	Southern Maine Community College
Robert Weimont	Southern Maine Community College
Zane Clement	MSAD 61 and MSAD 72 Regional Adult Education
Carl Landry	Sacopee Valley High School

Richmond (10/19/07)

Carolyn Farkas-Noe	Southern Midcoast Maine Chamber
Susan Williams	Southern Maine Community College
Alice Kirkpatrick	Maine Community College System
Steven Schafer	Southern Maine Community College
Darryl Sterling	Town of Richmond
James Goodall	Richmond
Michael Wing	Richmond High School
Burt Batty	Town of Richmond
Mike Brown	Newman Concrete Services
Janet Sortor	Southern Maine Community College
Seth Goodall	Attorney; Town of Richmond
Antoinette Mancusi	Coastal Counties Workforce, Inc.
Sen. Paula Benoit	State Senator
Rep. Seth Berry	State Representative
Bob Paskal	Adult Education

Belfast (10/31/07)

Bruce Mailloux	MSAD 34
Darrell Gilman	Belfast Adult Education
Rep. Robert Walker	State Representative
Sheila Muldoon	Belfast Career Center
Pat Hughes	MSAD 3 Adult Education
Vaughn Stinson	Maine Tourism Association
Rep. Jayne Giles	State Representative
Rep. Michael Thibodeau	State Representative
Sen. Carol Weston	State Senator
Joseph Slocum	City of Belfast
Charlie Mitchell	Maine Community College System
Melanie Arsenault	Maine Development Foundation

Ellsworth (11/7/07)

Rep. James Schatz	State Representative
Anne Gibson	Gibson Financial Solutions
Gary Fortier	City of Ellsworth
Michelle Beal	City of Ellsworth
Alan Baker	Ellsworth American, Inc.
Britt Urh-Morse	Child and Family Opportunities, Inc.
Tim King	Hancock County C.A.P.
Andrea McGill-O'Rourke	Blue Hill Hospital
Rep. Robert Crosthwaite	State Representative
Sen. Dennis Damon	State Senator

Bangor (11/7/07)

Tom Lizotte	Mayo Regional Hospital
Arthur Comstock	Camden National Bank
Joe Cyr	Cyr Bus
Nelson Durgin	Phillips-Strickland House
Candy Guerette	Bangor Region Chamber of Commerce
Wanda O'Brien Lunn	EMCC Foundation
Deborah Jordan	Merrill Bank
Steve Jacobson	Webber Energy Fuels
Janet Brann	AIG
Kay Lebowitz	EMCC Foundation
Fred Woodman	United Technologies Center
Tom Violette	Eastern Maine Health System
Herbert Sargent	Sargent Corporation
Rosemary Winslow	Office of Congressman Michael Michaud
Carol Woodcock	Office of Senator Susan Collins
Darcy Main-Boyington	City of Brewer
Gail Kelly	Office of Senator Olympia Snowe
Judy Horan	WLBZ 2
Debbie Johnson	Eastern Maine Medical Center
J. David Hughes	Epstein Commercial Real Estate
Carol Epstein	Epstein Commercial Real Estate
Sen. Richard Rosen	State Senator
Martin Arsenault	Howard Tool Co.
Tony DeFeo	Bangor
Amy McLellan	Dawson Commercial Real Estate
Dick Campbell	Dick Campbell, LLC
Raymond Cota	Webber Oil Company
John Rohman	WBRC Architects
Rep. David Richardson	State Representative

Appendix B: Additional Recommendations and Suggestions

Nearly 400 Maine people participated in the MCCS rural meetings and offered constructive suggestions about how the state's community colleges might play an even greater role in workforce and economic development in their area of the state. Many of their recommendations are contained in the report, others are included here to provide a broader sense of the interests and concerns expressed during the meetings. Among the suggestions:

Provide more certificate level programming for direct care workers in healthcare. Employers are under pressure to bring employees along because of new state mandates.

Incorporate regional needs/strengths into colleges' business programs. (For example, in Piscataquis County this might mean a focus on the creative economy because of the presence and growth of the Maine Highlands Guild.)

Retain the independence/autonomy of the colleges' off-campus centers.

Build more bridges with high school.

Be flexible with training resources for those who become dislocated.

Partner more with adult education.

Focus on workforce needs of all of healthcare, including the business of health care (nursing home administration, home health, etc.), not just nursing.

Offer grant writing seminars.

Need for services to help students identify what they want to do earlier in life.

Expand centers and perhaps even add dormitories—could serve as an economic engine to drive people toward rural areas.

More programming to engage senior populations (similar to senior colleges)—a good opportunity to connect people to your college for ongoing support.

Establish internships and coop experiences to entice young people into the trades and into business.

Offer sales training, with an emphasis on customer service.

Provide early college planning to parents to ensure that higher education is on their radar. Consider classes/seminars for parents who have not gone to college in order to help them engage their children in higher education. Mentoring: engage families as a whole unit through early intervention.

Establish a bank of volunteers (retirees in particular) who could perhaps assist students with applying for federal financial aid, etc.

Use retirees as teachers.

KVCC needs dormitories to attract students from away.

Provide training in life skills: how to interview, how to write a business letter and resume.

Consider a certificate program for opticians.

Consider a statewide, comprehensive on-line resource (for adults and youth) that would show career clusters, with links to education and career resources so people can understand what the demand and requirements are for workers in a particular area.

Work more closely with guidance counselors to raise aspirations and knowledge of what the community colleges have to offer and of what sectors of the economy are most in need of skilled workers. Help connect industry to high school schools.

Sponsor a community college bus tour for guidance counselors and educators to learn more about local colleges and businesses.

Consider "seed" money for establishing new programs in order to be more responsive to a region's needs.

Need medical laboratory program.

Need a community college in the mid-coast.

Increase community events on campus, makes people more comfortable with the idea of being on a college campus.

Expand summer programming to bring more young people to the college campuses and expose them to what the colleges have to offer.

Partner more with vocational centers at the high school.

Design curriculum to meet local needs. Entry level labor needs.

Independents feel plumbing is a dying trade. We need to do more to support the industry.

Seek a mandate from the state level, with advocacy from the community colleges, that both sides of public education sit down together (applied technology and academic prep) to ensure that students are both college ready and career ready upon graduation.

Create a career placement database at the system level, containing information for graduates and alumni that connects them with employers/available jobs. Employers become frustrated when contacting individual colleges because not sure who to talk to.

How about offering the first two years of college for free?

CMCC Partnerships

Partner Organization

A. Articulation, Program of Studies, and/or Dual Enrollment

Maine

Bath Regional Vocational Center
Biddeford Regional Center of Technology
Capital Area Technical Center
Hancock County Technical Center
Kenneth Foster Applied Technology Center
Lake Region Vocational Center
Lewiston Regional Vocational Center
Maine Vocational Region #10—Brunswick
Mid Coast School of Technology—
Rockland
Mid-Maine Technical Center
Northern Penobscot Technology Regions III
Oxford Hills Technical School
Portland Arts and Technology High School
Presque Isle Regional Technology Center
St. John Valley Technical Center
Tri-County Technical Center—Dexter
United Technologies Center—MVR 4-
Bangor
Waldo Regional Vocational Center—
MVR 7-Belfast
Westbrook Regional Vocational Center

New Hampshire

Berlin High School

Creteau Regional Technology Center—
Rochester
Huot Technical Center—Laconia
Manchester School of Technology
Mascenic Regional High School—
New Ipswich
Mt. Washington Valley Career Technical
Center—Conway
Nashua North High School
Somersworth Regional Vocational Center

Massachusetts

Assabet Valley Regional Vocational School
District—Marlboro
Bay Path Regional Vocational High School
—Charlton
Blue Hills Regional High School —Canton
McCann Technical School—N. Adams
Greater Lawrence Technical High School —
Andover
Minuteman Regional High School —
Lexington
Nashoba Valley Technical High School —
Westford
North Shore Technical High School —
Middleton
Rindge School of Technical Arts—
Cambridge
Shawsheen Valley Technical High School
—Billerica
Smith Voc./Agric. High School —
Northampton
Southeastern Regional Technical High
School —South Eaton
Waltham High School
Weymouth High School
Whittier Regional Tech. High School —
Haverhill

Vermont

Green Mountain Technical Center—
Hyde Park
North Country Career Center—Newport
Northwest Technical Center—St. Albans

B. Other Partnerships

General Dynamics
AGC Maine
American Association of Women in
Community Colleges
Elmet Technologies
MP&G Machines
Lonza Rockland
Maine Machine Products
Metcraft
Androscoggin County Head Start
Maine Water Utilities
Nason Mechanical
Maineiacs Hockey
Bath Iron Works
Great Falls TV
Franklin Memorial Hospital
Western Maine College Center
Wilton Career Center
Lincoln County Education Center
Miles Memorial Hospital
Mount Blue High School
Central Maine Medical Center
St. Mary's Medical Center
St. Andrews Hospital
Keene State College (NSF)
Springfield Technical College—MA (NSF)
Saddleback College, CA (NSF)
UMASS-Lowell (NSF)
Connecticut College of Technology (NSF)
New England Board of Higher Education
(NSF)
Androscoggin County Chamber of
Commerce

C. Post-Secondary Transfer Agreements

Husson College
Franklin University
Southern New Hampshire University
University of Maine
University of Maine at Augusta
University of Maine at Farmington
University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle
University of Southern Maine—
Portland & Gorham
University of Southern Maine—
Lewiston-Auburn College
University of Phoenix

KVCC Partnerships

Partner Organization

A. Articulation, Program of Studies, and/or Dual Enrollment

Biddeford Regional Center of Technology
Capital Area Technical Center
Carrabec High School (dual enrollment)
Mid-Coast School of Technology
Mid-Maine Technical Center
(dual enrollment)
Skowhegan Regional Technical Center
Cony High School (dual enrollment)
Erskine Academy (dual enrollment)
Lawrence High School (dual enrollment)
Madison High School (dual enrollment)
Skowhegan High School (dual enrollment)
Messalonskee High School
(dual enrollment)
Valley High School (dual enrollment)
Waldo County Technical Center
Waterville High School (dual enrollment)
Winslow High School (dual enrollment)
Rockland/Mid-Coast Adult Education
Gardiner Adult Education
Augusta Adult Education
Skowhegan Career Center Adult Education
Augusta Career Center Adult Education
Knox Career Center Adult Education
University of Maine
University of Maine at Augusta
University of Maine at Farmington
University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle
University of Southern Maine—
Portland & Gorham
University of Southern Maine—
Lewiston-Auburn College
Husson College
Saint Joseph's College
Thomas College
Unity College
University of New England

B. Other Partnerships

Alfond Youth Center
City of Augusta (Buker Center)
Mid-Maine Chamber of Commerce
Kennebec Valley Chamber of Commerce
Central Maine Growth Council
Thompson Community Center
Town of Fairfield
Unity Ambulance
Kennebec Valley Community Action
Program
Upper Kennebec Valley High School
Waldo County
Waldo County Pre-School
Maine Woods Pellets (Quality Center)
Backyard Farms (Quality Center)
Carrabec Community School
Boothbay Ambulance
China Rescue
CLC Ambulance Station-Damariscotta
Colby College
Ganneston Construction Corporation
Global Contract Services (Quality Center)
Inland Hospital
Kenway (Quality Center)
Lohman Animal Health (Quality Center)
Maine Public Employees Retirement System
Maine State Housing Association
Maine State Legislature
Medical Care and Development
Mid-State Machine (Quality Center)
Oxford Networks
Presque Isle Career Center
Searsport
Verso Paper
Muskie Center
Johnny's Selected Seeds
Associated Builders and Contractors
Sebasticook Hospital
MaineGeneral Hospital
Plumb Creek Timber Company

B. Other Partnerships, *Continued*

Huhtamaki
Fisher Engineering
Verso Paper
SAPPI Paper
Lincoln Paper and Tissue
Madison Paper Industries
Katahdin Paper Company

C. Clinical Affiliations

Acadia Hospital
Alpha One
Anna Jaques Hospital
Anne Coffle
Apria Health Care
Aroostook Medical Center
Auburn School Department
Augusta Fire Department
Bayside Neurorehabilitation Services
Beth Woodbrey-Johnson
Blue Hill Memorial Hospital
Bouchard Physical Therapy Services
Brunswick School District
Calais Regional Hospital
Capital Ambulance—Meridian Mobile
Health Care
Care and Comfort
Cary medical Center
CDS – Cumberland County
CDS – Knox County
CDS – Piscataquis County
CDS – Washington County
Cedar Ridge Center for Health Care and
Rehabilitation
Cedars Nursing Care
Central Lincoln County Ambulance
Central Maine Medical Family
Charles A. Dean Memorial Hospital
Children’s Center
Children’s Collaboration Center
Coastal Medical Technology
Copley Hospital
County Physical Therapy

C. Clinical Affiliations, *Continued*

Cove’s Edge
Creative Work Systems
Crystal Goodrich
CSD #10
Delta Ambulance
Division of Public Health Nursing
Dorthea Dix Psychiatric center
Downeast Community Hospital
Eastern Maine Medical Center
Eastside Rehab and Living Center
EMH Regional Medical Center
Exuberant Living
Franklin Memorial Hospital
Gardiner Ambulance
Genesis HealthCare
Genesis Rehab Services
Goodall Hospital
Griffiths Associates
HealthSouth Corporation
Healthworks-Sunbury Primary Care
High Hopes/KVMHC
Houlton Regional Hospital
Humboldt Unified School District
Husson College/Technical Exploration
Center
Inland Hospital
Intermed, P.A.
Kennebec Behavioral Health
Kennebec Professional Pharmacy
Kids in Action
Kindred Healthcare Rehab Services, Inc.
Klearview Manor
Kno-Wal-Lin Home Care
Lakeview Neurorehabilitation Center
Lakewood Continuing Care Center
Lincare
Maine Coast Memorial Hospital
Maine Medical Center
Maine Medical Partners
Maine Veterans Home – Augusta
Maine Veterans Home – Bangor
MaineGeneral Health
Maplecrest Rehab and Living Center

C. Clinical Affiliations, *Continued*

Margaret Murphy Center for Children
Maternal-Fetal Medicine of Eastern Maine
Mayo Regional Hospital
MedCare Ambulance
Mercy Hospital
Mid-Coast Hospital
Miles Health Care Inc.
Millinocket Regional Hospital
Motivational Services
Mount Ascutney Hospital
Mount St. Joseph Holistic Care Facility
Mountain Valley Regional Rehab Hospital
MSAD 16
MSAD 49
MSAD 51
MSAD 54
MSAD 63
Muskie Center
New London Hospital
North Country Associates
Northeast Ambulance
Northeast Mobile Health Services
Northern Maine Medical Center
Oak Grove Rehab and Living Center
Orthopedic and Sport PT Clinic
Orthopedic Therapy Associates
OT to Play, Inc.
Pamela Searles
Parkview Adventist Medical Center
Pediatric Development Center
Penobscot Bay Medical Center
Penobscot Community Health Care
Penobscot Valley Hospital
Redington Fairview General Hospital
Rehab Care Group
River Ridge
River Valley HomeCare
Riverview Psychiatric Center
RSU 18 (formerly MSAD 47)
RSU 18 (formerly school union #52)
Rumford Hospital
Rural/Metro Medical Services
Saco Bay Orthopedic and Sports Physical
Therapy
Sandcastle Preschool Program Foundation
Sandy River Nursing Care Center
Scarborough School Department
Seaside Nursing and retirement Home
Sebastcook Farms
Sebastcook Valley Health Care Facility
Sebastcook Valley Hospital
Skills, Inc.
Southern Maine Medical Center
Speare Memorial Hospital
Spurwink
St. Andrew's Hospital
St. Joseph's Hospital
St. Mary's Regional Medical Center
Stephens Memorial Hospital
Strive U
Teri Sanford
Togus VA Medical Center
Tri-County Mental Health Center
United Ambulance
United Cerebral Palsy of NE Maine
Upper Kennebec Valley Ambulance
Waldo County General Hospital
Waterville Home Oxygen
Waterville School District
Westgate Manor
Westside Neurorehabilitation
Wildwood School
William S. Cohen Center – Senior Spectrum
Winthrop Ambulance Service
Woodfords Family Services
York Hospital

Maine Quality Centers

Progress Report



Established by the Legislature in 1994, the Maine Quality Centers program is an economic development initiative of the Maine Community College System. Its mission is to meet the workforce education and training needs of new and expanding businesses and provide new employment and career advancement opportunities for Maine people. Customized training is provided at no cost to either the businesses or the trainees. To qualify, a business must be adding at least eight new, full-time positions with competitive wages, benefits and a Specific Vocational Preparation skill level. In rural areas a project may be approved with fewer than eight new positions.

★ **221** expanding Maine businesses have been served by the Maine Quality Centers program creating a projected **11,932** new jobs.

★ **13,146** Maine people have completed training. **11,652** have been hired at an average wage of **\$11.37 per hour** (full-time jobs with benefits).

★ The Maine Quality Centers program has received more than **24,943** applications for the projected **11,932** new job openings.

★ **62%** of Quality Centers projects are in one of the **7** target industries identified by the Joint Select Committee on Research & Development.

★ **59%** of participating businesses had **100** or fewer employees.

★ Companies served by the program represent a projected **\$2 billion** in related private investment in Maine.

★ The estimated return on investment is **10** months.

Maine Quality Centers has helped Maine businesses expand in all of Maine's 16 counties

Accidental Anomalies, Turner
Advanced Microsystems, Lewiston
Actna, Portland
Affiliated Computer Services, Lewiston
Albert Farms, Madawaska
Alternative Nursing, Portland
Amato's Sandwich Shop, Portland
Andover Wood Products, Andover
Applicators Sales & Services, Portland
The Aroostook Medical Center, Presque Isle
Aroostook Starch, Fort Fairfield
Atlantic Boat, Brooklin
Atlantic Precision Products, Biddeford
ATX Forms Inc., Washburn
ATX II LLC, Caribou
Auburn Machinery, Lewiston
Augat, Sanford
Avian Farms, Waterville
Backyard Farms, Madison
Banknorth, Inc., Portland
Becket Academy/House, Belgrade
Blue Cross/Blue Shield, Bangor/Portland
Brewer Automotive, Brewer
Brunswick Technologies Inc., Brunswick
Burgess Computers, Bath
Burnham & Morrill, Portland
BurrellesLuce, Presque Isle
Care & Comfort, Waterville
Carrier Engineering, Auburn
Cary Medical Center, Caribou
Catholic Charities Maine, Augusta
CCS Companies, Oxford
Central Maine Power, Augusta
Championship Flooring, Limestone
Cianbro, Various
Circle of Learning, Presque Isle
Citistreet, Portland
Cives Steel Company, Augusta
CN Brown, South Paris
CNC Systems, Kennebunk
Coastal Precision, Biddeford
Community Correctional Alt., Fairfield
Community Living Options, Saco
Community Partners, Biddeford
Connect North America, Presque Isle
Cooper Weymouth Peterson, Clinton
Cousineau Lumber, North Anson
Creative Molding, Auburn
Crowe Rope, Winslow
Custom Composites, Bath
CyberTours Inc., Kennebunk
Dingley Press, Lisbon
Dirigo Machines, Inc., Weeks Mills
Disability R.M.S., Westbrook
Don's Sheet Metal, Biddeford
Down East Community Hospital, Machias
Dumont Group, Monmouth
E.M. Solutions (EMS), Westbrook
Eastern Maine Medical Center, Bangor
Edwards Systems Technology, Pittsfield
Eliot Preschool & Child Care, Eliot
Elmhurst, Inc., Bath
Employment Specialists of ME, Augusta
EnvisioNet, Augusta
Fairchild Semiconductor, South Portland
Fisher Engineering, Rockland
Flotation Technologies, Biddeford
Forum Financial, Portland
Freshway, Mars Hill
Gates Fibre, Auburn
General Dynamics, Saco
General Electric, Bangor
Genplex, Inc., Waterville
Global Contact Services, Pittsfield
Goodall Hospital, Sanford
Goodwill Industries, Portland
Great Northern Docks, Naples
Great Northern Paper, Millinocket
Great Works Internet, Biddeford
Group Main Stream, Portland
Haley's Tire & Service, Falmouth
Harris Baking Co., Waterville
Health South Home Health, Portland
Hinckley Co., South West Harbor
Howard P Fairfield, Skowhegan
Hussey Seating, No. Berwick
ICT, Oxford, Wilton, Pittsfield
IDEXX, Westbrook
Independence Association, Brunswick
Integrated Communications, Auburn
Interim Health, South Portland
Irving Tanning, Hartland
Irving Woodlands, Ashland
The Jackson Laboratory, Bar Harbor
J.D. Scott, Caribou
JIUS, Inc., Westbrook
Johnna Bowen & Assoc., Benton
Jotul, N. A., Gorham
Keiser Building Systems, South Paris
Kennebec Valley Mental Health Services, Waterville
Kenway Corp., Augusta
Key Collection Services, Fairfield
Lee Auto Mall, Westbrook
Lemforder Corp., Brewer
Lewiston Daily Sun, Lewiston
Liberty Mutual, Lewiston
Log On America, Kennebunk
Lohmann Animal Health INTL, Winslow
Loring Job Corp (TDC), Limestone
Louisiana-Pacific Corporation, Houlton
M&K Machine (dba Met-Craft), Auburn
M P & G Machine, Lewiston
M.W. Sewall, Bath
Main Resources, Inc., South Portland
Maine Coast Memorial Hospital, Ellsworth
Maine Internet Works, Fairfield
Maine Machine Products, South Paris
Maine Medical Center, Portland
Maine Metal Products Association
Maine Packers Transport, Caribou
Maine Poly, Greene
Maine Public Broadcasting, Lewiston
Maine Woods Company, Portage Lake
Maine Woods Pellet, Athens
McCain Foods USA, Inc., Easton
Medaphis Physician Services, Lewiston
Mid-Coast Mental Health Center, Rockland
Mid-Maine Transcription, Dover-Foxcroft
Mid-State Machine, Winslow
Millinocket Regional Hospital, Millinocket
Molds Plus, Lewiston
Mom's Fudge, Madawaska
Moody's Collision Centers, Scarborough
Moose River Lumber, Jackman
Morgan Lumber, Bingham
Moss, Inc, Belfast
Motivational Services, Inc., Augusta
Mount Desert Memorial Hospital, Bar Harbor
National Semiconductor, South Portland
Naturally Potatoes, Mars Hill
Nautel of Maine, Bangor
New Balance, Norway
New England Rehab. Hospital, Portland
New England Tool & Cutter, Fryeburg
NEWFAB, Auburn
Nexfor/Fraser/Levesque, Ashland
North Coast Internet, Lubec
North End Composites, Rockland
Northeast Mobile Health Services, Brunswick
Northeast Paper Services, Portland
Northern Maine Medical Center, Fort Kent
Northern Mattress, Fairfield
Notify MD, Farmington
Oakes & Parkhurst Glass, Winslow
Olamon Industries, Old Town
One Beacon Insurance, Auburn
Orion Ropeworks, Winslow
Osrsm Sylvania, Bangor
Oxford Aviation, Oxford
Oxford County Telephone, Bucksfield
Pattison Sign Group, Limestone
Penobscot Valley Hospital, Millinocket
The Perrier Group, Hollis
Pineland Lumber, Lewiston
Pleasant River Lumber, Dover Foxcroft
Point to Point Network, Windham
Poliquin Machinery, Inc., Auburn
Posies, Inc, Rockport
Pratt & Whitney, N. Berwick
Precision Manufacturing Solutions, Biddeford
Precision Screw Machine, Biddeford
Prescott Metals, Biddeford
Preti, Flaherty, Beliveau, Portland
Printlife.com, Saco
The Progress Center, Norway
Prudential Financial Services, Portland
R.F. Chamberland, St Agatha
Remstar, Portland
Residential Resources, Scarborough
RETRAX, Woodland
Rich Technology International, Scarborough
Richardson Hollow Assoc., Auburn
S. & D. Inc., Lewiston
Sabre Corp., South Casco
Seligman Data Corp, South Portland
Sharp Enterprises, Brunswick
Site1, Limestone
Smith & Wesson, Houlton
Solerus Ltd., Biddeford
Somatex, Inc., Pittsfield
Specialty Minerals, Madison/Millinocket
Spencer Press, Wells
Spurwink School, Various
Stone & Webster, Auburn
Support Solutions, Lewiston
Sweetser, Saco
Synergent, Westbrook
Tambrands, Auburn
TD Banknorth, Lewiston
TechKnowledge, Inc., Augusta
Thomas & Betts, Sanford
Titan Machinery, Windham
T-Mobile, Oakland
Tri-County Mental Health, Lewiston
Unicef, Bangor
USA Webhost Inc., Kennebunk
VIP Discount Auto, Lewiston
VingTech Corporation, Biddeford
Vishay-Sprague, Sanford
Volunteers of America, Brunswick
W.A. Mitchell Inc., Temple
Wahlco MetroPlex, Lewiston
Washington County Psychotherapy, Machias
Waterford Homes, Waterford
Watts Fluid Air, Kittery
Willow Rehab & Living Ctr., Waterville
Worcester Energy/Biochips, Deblois
Worldwide Language Resources, Rumford
Wright Express, South Portland
Yak Cordage, Inc., Biddeford
York County Dental Association, Wells

**Maine Community College System
Maine Quality Centers
2008 Annual Report
October, 2009**

Summary

The Maine Quality Centers (MQC) was created in 1994 by the Maine Legislature as an economic development program within the Maine Community College System. This Report is submitted to the 124th Maine Legislature and its Joint Standing Committee on Business, Research and Economic Development in compliance with various reporting requirements. The Report is divided into two sections, including major program elements and a summary of projects active during calendar year 2008. Next year's report will move to a fiscal year to be consistent with other reporting requirements and will also include the first six months of CY09. Data regarding MQC projects active in 2008 include their total dollar investment and projected job creation, as well as the actual numbers trained and hired, as of December 31, 2008. The Report's primary findings follow.

Project Activity

Active 2008 projects:	24
• 2008 MQC project expenditures:	\$547,637
• Total projected MQC investment in active projects:	\$1,142,125
• Total projected job creation:	1,067
• Total trained as of 12/31/08:	895
• Total hired as of 12/31/08:	702
• Average project wage:	\$13.17
• Total estimate of related private investment:	\$206,531,348

The Program

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

The program is coordinated by a State Director, with individual project services delivered by the seven colleges of the Maine Community College System. Project funding supports customized training activities, as well as applicant recruitment and screening when appropriate. Most services are provided directly by a Community College, although the statute provides for coordination with other education and training providers if necessary. The program's budget for the fiscal year 2009 was \$850,495.

Interested businesses complete an application which is reviewed by the State Director for the number of net new jobs, skill level of new positions, wage and benefit levels, training required, rate of return on public investment and other pertinent labor market considerations. Once an application is initially approved, the business and a designated Community College develop a training plan that defines the customized services and training for the project. The parties sign a Memorandum of Agreement prior to the beginning of any training.

Individual projects vary in length, and training schedules frequently cross academic, fiscal and calendar years. Training may include academic credit, if appropriate, and may take place either before or after the business makes a hiring decision. A single project may include multiple cycles of training. Throughout the project, the Community College and the employer monitor the training activities and make adjustments as needed.

Program activities

During 2008 the MQC expended \$547,637 on twenty-four (24) separate projects, with at least one project at six of the State's seven Community Colleges. The range of project expenditures in 2008 was \$144 to \$215,673 with a median expenditure of \$6,999 and a mean expenditure of \$22,818. The range of total project grant award, over multiple years, was \$3,457 to \$243,616 with a median award of \$25,913 and a mean award of \$47,589. In their entirety the projects represent 1,067 projected new jobs. As of December 31, 2008, 895 people had been trained and 702 hired. The average project wage was \$13.17. The total MQC investment in the twenty-four (24) projects over multiple fiscal years is expected to be \$1,142,125. These projects represent a projected private capital and payroll investment of \$206,531,348. Given the recent changes in the economy, MQC is beginning to explore piloting additional delivery methods to expand our ability to improve the skill levels of the unemployed and underemployed.

Last year MQC client businesses were included in the Comprehensive Economic Development Evaluation coordinated by the Department of Economic and Community Development. This effort evolved from a report by the Legislature's Office of Program Evaluation and Government Accountability. The survey was completed in 2008 and a report was made to the Legislature in 2009. The program will continue to work with its clients to support compliance with this evaluation effort.

The attached table summarizes all projects that were active in calendar year 2008. Each project is summarized in its entirety and includes the projected total number of new jobs and actual data reported through the end of the calendar year. Numbers of trainees and hires are project totals and may include numbers from previous years. The year listed reflects the date the project was approved and if another date appears, it represents a project amendment. Individual columns capture both the total value of the project, an expenditure that may be made over multiple fiscal years, and the actual expenditure level for calendar year 2008. Training and hiring activity may not yet be reportable for some newer projects. The chart also includes an employer estimate of the value of the planned workforce expansion's increase of annual payroll and capital investment.

Maine Quality Centers Legislative Report for Calendar Year 2008

CALENDAR YEAR EXPENSES	PROJECTS	LOCATION	COLLEGE	START DATE	PROJECTED JOBS	# of APPLICANTS	# TRAINED	# HIRED	PROJECTED AVG. WAGE	MQC INVESTMENT	PRIVATE INVESTMENT
\$5,152	Aroostook Starch	Fort Fairfield	NMCC	2006	26	26	14	16	\$14.69	\$30,235	\$5,492,575
\$7,822	Backyard Farms	Madison	KVCC	2006/2007	97	97	62	62	\$8.25	\$78,880	\$22,100,000
\$8,134	Bumham & Morrill (B&G Foods)	Portland	SMCC	2007	26	26	21	21	\$17.90	\$10,709	\$7,372,701
\$5,552	BurrellesLuce	Presque Isle	NMCC	2007	26	26	23	23	\$8.53	\$15,944	\$519,225
\$215,673	Cianbro	Pittsfield/Brewer	KVCC/EMCC	2007	64	75	58	57	\$13.47	\$243,616	\$2,246,400
\$14,069	Connect North America	Presque Isle	NMCC	2007	105	32	32	32	\$10.10	\$32,941	\$2,350,000
\$11,752	Disability RMS, Inc.	Westbrook	SMCC	2008	42	42	33	42	\$14.65	\$16,700	\$1,659,500
\$3,457	Flotation Technologies	Biddeford	YCCC	2008	16	18	18	18	\$12.33	\$3,457	\$661,635
\$89,556	General Dynamics	Saco	CM/SM/YC	2008	120	36	98	36	\$18.73	\$89,597	\$9,300,000
\$38,466	Global Contact Services	Pittsfield	KVCC	2008/2008	100	101	66	69	\$8.49	\$38,466	\$2,700,000
\$5,636	Group Main Stream	Westbrook	SMCC	2008	12	12	6	12	\$9.50	\$7,700	\$451,526
\$22,655	Jackson Laboratory (The)	Bar Harbor	EMCC	2007	48	48	102	44	\$12.08	\$84,840	\$13,047,562
\$2,513	JIUS, Inc.	Westbrook	SMCC	2007	23	23	24	24	\$14.88	\$16,321	\$1,786,732
\$3,645	Kenway Corp.	Augusta	KVCC	2007	30	23	32	11	\$10.00	\$21,660	\$1,850,000
\$20,803	Lohmann Animal Health Intl	Winslow	KVCC	2008	41	39	26	34	\$13.17	\$35,500	\$2,302,900
\$5,376	Louisiana-Pacific Corp.	New Limerick	NMCC	2007/2008	70	55	76	55	\$16.72	\$80,000	\$107,000,000
\$2,662	Maine Woods Pellet Co	Athens	KVCC	2007	16	37	18	7	\$12.00	\$20,600	\$7,500,000
\$7,476	Mid-Coast Mental Health Center	Rockland	KVCC	2006	30	43	10	20	\$11.75	\$40,473	\$465,920
\$40,806	Mid-State Machine	Winslow	KVCC	2006/2008	80	72	78	40	\$10.05	\$195,708	\$12,000,000
\$6,521	Mom's Fudge	Madawaska	NMCC	2008	6	6	4	4	\$11.66	\$12,400	\$287,000
\$144	Orion Ropeworks	Winslow	KVCC	2007	20	14	2	2	\$8.25	\$6,995	\$1,020,000
\$21,385	Pattison Sign Group	Limestone	NMCC	2007	15	43	43	29	\$11.19	\$30,165	\$877,475
\$3,643	Seligman Data Corp.	South Portland	SMCC	2007	19	19	19	11	\$20.22	\$11,793	\$140,197
\$4,738	VingTech	Biddeford	YCCC	2007/2008	35	33	30	33	\$27.41	\$17,425	\$3,400,000
\$547,637	24				1067	946	895	702	\$13.17	\$1,142,125	\$206,531,348

EARLY COLLEGE FOR *ME*

Helping More Maine Students Enter and Succeed in College

Early College for ME is a college transition program that begins in the junior year of high school and continues into Community College. ECforME is offered in 74 Maine high schools statewide and has served nearly 3000 students since 2003. ECforME is for students who are undecided about college, yet who can succeed in college. Students are selected for the program by their high school.

ECforME has three components:

- ✓ **Support and Advising** by ECforME staff, who work with juniors and seniors at their high school to assess college readiness and assist with college admissions and the federal financial aid application. Scholarship recipients have help from program staff at their Maine Community College.
- ✓ **Early College Courses** (up to two, as available) for selected high school seniors. ECforME pays for tuition, fees, and books.
- ✓ **Scholarships** of up to \$2,000 for a two-year Maine Community College program of study or \$1,000 for a one-year program. Funds can be applied to tuition, fees, books, program-required equipment (with approval), and on-campus housing.

825 ECforME students have received an MCCS scholarship and entered a Maine community college between fall 2003 and fall 2008:

- **50% male**
- **50% first-generation college**
- **69% matriculated into career programs**

An additional 494 ECforME participants enrolled in college during that same period.

87% of all 1319 ECforME students who enrolled in college have gone to 2- and 4-year colleges in Maine.

68% have been successful: still enrolled, graduated, or transferred to a 4-year college.

What our college students and parents say:

"[Early College for ME] helped me get excited for college." —*student*

"The scholarship gave my daughter a sense of achievement. That was priceless!" —*parent*

"[ECforME] helped me to remain determined and helped me NOT procrastinate." —*student*

"I truly cannot tell you how beneficial and how easy [the ECforME Regional Director] has made my son's transition into college. I especially like that she continues to follow up with the students on a regular basis." —*parent*

"The one element of Early College for ME that was most important in helping me decide to go to college was knowing there were people to help and back me up." —*student*

Participating Schools

Bangor High School
Biddeford High School
Bonny Eagle High School
Boothbay Region High School
Brewer High School
Buckfield Junior-Senior High School
Bucksport High School
Calais High School
Capital Area Technical Center
Caribou High School
Central Aroostook Junior-Senior High School
Cony High School
Edward Little High School
Ellsworth High School
Falmouth High School
Forest Hills Consolidated School
Fort Fairfield Middle/High School
Foxcroft Academy
Freeport High School
Gorham High School
Greely High School
Hampden Academy
Hodgdon High School
Houlton High School
Jay High School
Katahdin High School
Kennebunk High School
Lawrence High School
Lewiston High School
Lewiston Regional Technical Center
Lisbon High School
Marshwood High School
Massabesic High School
Mattanawcook Academy
Messalonskee High School
Mid-Coast School of Technology
Mt. Abram Regional High School
Mt. Ararat High School
Mount Blue High School
Mount View High School
Narraguagus High School
Noble High School
Nokomis High School
Old Town High School
Orono High School
Oxford Hills Comprehensive High School
Piscataquis Community High School
Poland Regional High School
Portland High School
Portland West
Presque Isle High School
Richmond High School
Sacopee Valley Junior-Senior High School
St. John Valley Technology Center
Sanford High School
Scarborough High School
Shed High School
Skowhegan Area High School
South Portland High School
Sumner Memorial High School
Telstar High School
Thornton Academy
Traip Academy
United Technologies Center
Washington Academy
Waterville High School
Wells High School
Westbrook High School
Windham High School
Winslow High School
Winthrop High School
Wiscasset High School
Woodland Junior-Senior High School
York High School

EARLY COLLEGE FOR *ME*

Program Totals Participation Report 2003-2008

Statewide, 825 Maine high school students have received an ECforME scholarship and entered a Maine Community College between Fall 2003 and Fall 2008. During this time period, an additional 494 ECforME participants enrolled in 2 and 4-year colleges in Maine.

Total Statewide Demographic Statistics

50% were male
50% were first-generation college attendees
69% matriculated into career programs

Scholarships and Courses Provided by FY

Year	Total Applicant Pool	Scholar Recipient Total	Scholarship Amount Total	Early Courses No. courses	Course Tuition Amount	Total
2003-04	215	107	\$155,000.00	0	\$0.00	\$155,000.00
2004-05	227	92	\$131,000.00	2	\$408.00	\$131,408.00
2005-06	277	93	\$127,500.00	43	\$13,532.00	\$141,032.00
2006-07	307	115	\$171,500.00	68	\$23,323.00	\$194,823.00
2007-08	484	170	\$225,000.00	147	\$80,276.00	\$305,276.00
2008-09	700	249	\$289,000.00	168	\$82,800.00	\$371,800.00
Total	2210	826	\$1,099,000.00	428	\$200,339.00	\$1,299,339.00

Total Scholarship and Course Payments Provided by Cohort and Campus

Campus	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Total
Central Maine CC	\$34,500.00	\$20,500.00	\$27,724.00	\$35,742.00	\$60,700.00	\$65,400.00	\$244,566.00
Eastern Maine CC	\$26,000.00	\$14,000.00	\$39,872.00	\$36,364.00	\$50,200.00	\$87,500.00	\$253,936.00
Kennebec Valley CC	\$15,000.00	\$13,500.00	\$13,520.00	\$32,764.00	\$32,300.00	\$40,900.00	\$147,984.00
Northern Maine CC	\$13,500.00	\$20,408.00	\$12,112.00	\$15,912.00	\$36,000.00	\$25,000.00	\$122,932.00
Southern Maine CC	\$34,500.00	\$43,500.00	\$30,856.00	\$45,048.00	\$71,500.00	\$109,700.00	\$335,104.00
Washington County CC	\$13,500.00	\$13,500.00	\$2,500.00	\$7,266.00	\$19,900.00	\$15,500.00	\$72,166.00
York County CC	\$18,000.00	\$6,000.00	\$14,040.00	\$22,227.00	\$34,800.00	\$27,000.00	\$122,067.00
Totals	\$155,000.00	\$131,408.00	\$140,624.00	\$195,323.00	\$305,400.00	\$371,000.00	\$1,298,755.00

What Community College Recipients Attended

Name	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Total
Central Maine CC	26	18	20	25	31	41	161
Eastern Maine CC	18	12	23	18	26	56	153
Kennebec Valley CC	11	9	8	18	18	24	88
Northern Maine CC	8	13	9	8	19	16	73
Southern Maine CC	23	28	20	29	44	81	225
Washington County CC	9	8	3	6	11	11	48
York County CC	12	4	10	11	20	20	77
Totals	107	92	93	115	170	249	826

Required Remedial Course First Year**

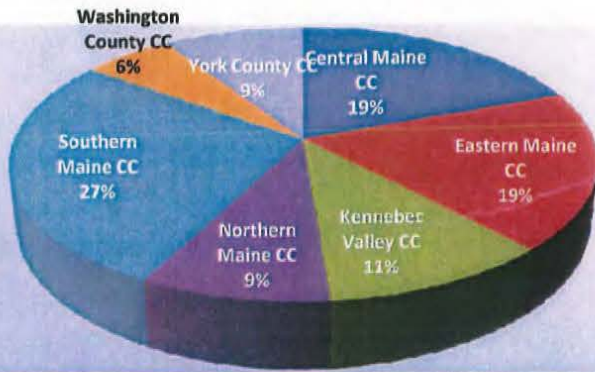
College Start Year	Number of Students	Enrolled In Remedial	Remedial English	Remedial Math	Total Remedial	Percent In Remedial
2006-07 State Average	115	64	27	54	81	56%
2007-08 State Average	170	84	36	70	106	49%
2008-09 State Average	249	120	46	105	151	48%

**Based on remedial course placement at the time of college enrollment

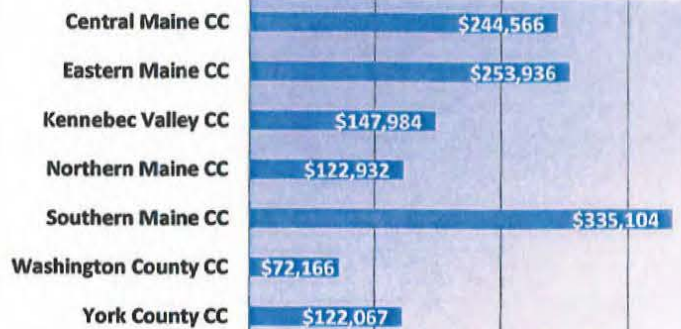
EARLY COLLEGE FOR ME

Program Totals
Participation Report
2003-2008

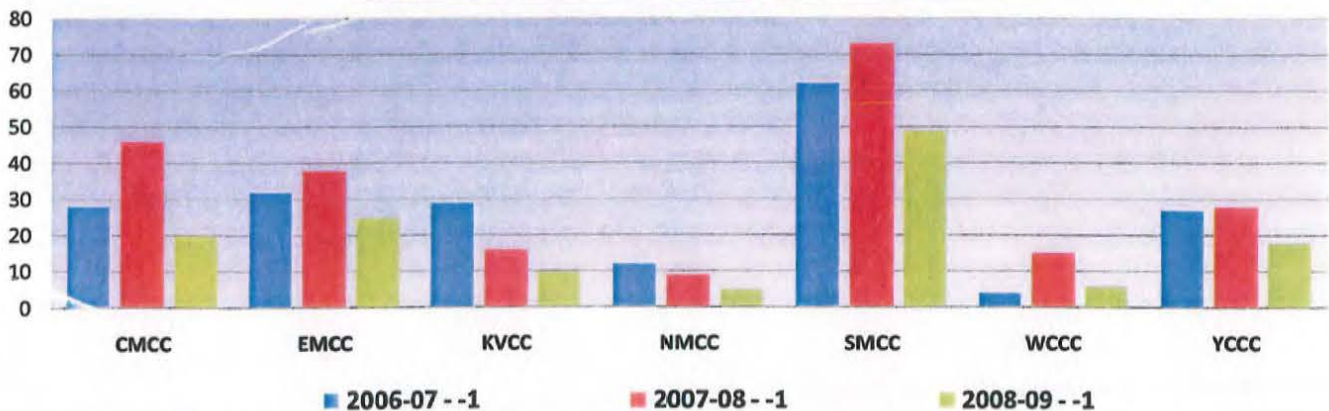
Total Scholar Enrollment as a Percent by Region



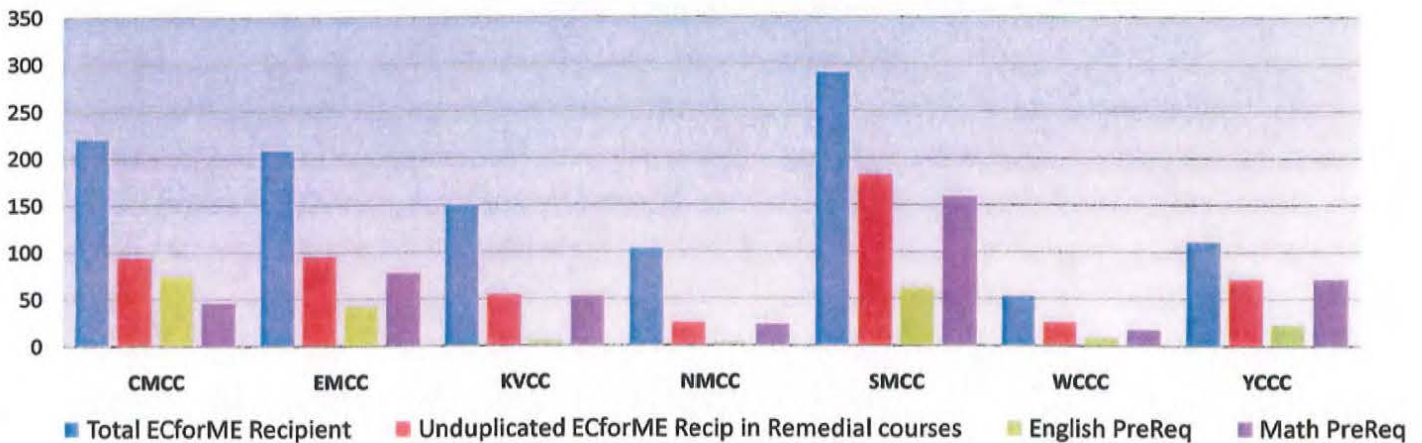
Total Scholarship and Early Course Payments Received by Campus



ECforME Student Required Remedial Course in First Year
SY06-SY08



Remedial Course Needs by Campus
SY06-SY08



MAINE COMMUNITY COLLEGE SYSTEM PROCEDURES MANUAL

ALL NEW

GOVERNANCE AND ORGANIZATION

Section 215

Page 1 of 4

Effective ----- 2007

SUBJECT: NOTICE OF RISK TO PERSONAL DATA

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

I. Introduction

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

II. Definitions

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

A. Breach of System Security

"Breach of system security" means an:

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

B. Personal Information

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

1. First name or first initial; and
2. Last name; and
3. Any one or more of the following:
 - a. Social security number;

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

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

C. Unauthorized Person

"Unauthorized person" means a person who:

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

D. Information Broker

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

III. Duty to Investigate

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

IV. Duty to Notify

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

A. Content of Notice

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

B. Recipients of Notice

The above notice shall be provided to:

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

However, the notice to these agencies shall only include the following: date of the breach, an estimate of the number of persons

affected by the breach, if known, and the actual or anticipated date that persons were or will be notified of the breach.

C. Timing of Notice

Notice shall be given as expeditiously as possible once a College and/or MCCC Director of Information Technology determines that it is likely that personal information has been or will be misused as result of a breach. However, such timing shall be determined consistent with any:

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

D. Means of Notice

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

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

V. Complete Copy of the Law

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

MAINE COMMUNITY COLLEGE SYSTEM

**GENERAL ADMINISTRATION
Section 203**

SUBJECT: COMPUTER AND NETWORK USE

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

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

A. Application

This policy applies to:

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

B. General Rules

1. Educational Priority

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

2. Use is a Privilege, Not a Right

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

3. Limited Right of Privacy

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

a. Periodic Network Monitoring

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

b. Inspection of a Particular Account or Computer

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

c. Access by Outside Agencies

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

4. Limited Designated Forum

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

5. Time, Manner and Place Limitations

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

6. Website and Webpage Development and Management

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

C. Specific Prohibitions

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

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

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

D. Enforcement

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

E. Security

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

REFERENCES: 20-A M.R.S.A. §12706(1)

DATE ADOPTED: June 24, 2009

MAINE COMMUNITY COLLEGE SYSTEM

**GENERAL ADMINISTRATION
Section 204**

SUBJECT: FREEDOM OF ACCESS ACT COMPLIANCE

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

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

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

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

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

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

Maine Community College System
Understanding and Complying with
Maine’s Freedom of Access Act (FOAA)

Table of Contents

	<u>Page</u>
I. Overview	1
A. What does the Freedom of Access Act require?	1
B. Why does Maine have this law?	1
C. How does FOAA apply to the MCCS?	1
D. Who should handle FOAA requests for the college?	1
E. What if the college is not sure whether to grant or deny access?	2
F. How is FOAA enforced?	2
G. What are the penalties for violating FOAA?	2
H. Is the FOAA the same as the Freedom of Information Act (FOIA)?	2
II. Access to Public Records	2
A. The Basics	2
1. What is a “public record?”	2
2. Are e-mails “public records?”	3
3. Is a record not “public” if it is only a draft?	3
4. What does FOAA require a college to do when it receives a request for records, i.e., allow inspection, make copies, or both?	3
5. Does FOAA require the college to mail the requested copies?	3
6. Is a FOAA request the only means for someone to access college records?	3
B. Rules Relating to the Request	3
1. Does the requestor have to be a citizen of Maine or have a certain position or affiliation in order to make a request?	3
2. Is there a form that must be used to make a FOAA request?	3
3. Does the request have to be in writing?	4
4. How specific must the request be?	4

	<u>Page</u>
5. Can the college ask why the person wants a certain record?	4
6. Is the college required to create, summarize or put information in a format that does not already exist?	4
7. Is the college required to translate a record?	4
8. Is the college required to honor a “standing request” for information, such as a request that certain reports be sent automatically each month?	4
C. Rules Relating to Time Limits	5
1. How long does the college have to decide whether to grant or deny access to a requested record?	5
2. If the college is going to provide access, how long does the college have to make the records available?	5
3. Can the college schedule the time for the records to be inspected?	5
D. Rules Governing Denials	5
1. For what reasons can the college deny a request?	5
2. Does a denial have to be in writing?	5
3. Does the college have to state a reason for denying access?	5
4. Can the college grant access to some of the requested information, but deny access to other information that is requested?	5
5. What if a document contains both public and non-public information?	6
E. Records that are <u>Not</u> Public	6
1. Employee information	6
2. Student information	6
3. College information	7

	<u>Page</u>
F. Reimbursing the college for its costs in searching, copying, mailing and/or translating records	7
1. Can a college charge for public records?	7
2. What must a college do to obtain payment?	8
3. Can the college require payment in advance?	8
4. What if the person says they cannot afford the charges?	8
III. Access to Public Meetings	8
A. The Basics	8
1. What is a “public proceeding?”	8
2. Who in the MCCS <u>is</u> covered by this definition?	8
3. Who in the MCCS is <u>not</u> covered by this definition?	8
4. Can the college allow public access to meetings by groups not covered by FOAA?	9
5. What if the college does in fact have a “board, commission or advisory organization” that is in fact “established, authorized or organized by law, resolve or executive order?”	9
B. Rules Regarding the Request	9
1. What does FOAA require for “public proceedings?”	9
2. Does the requestor have to be a citizen of Maine or have a certain position or affiliation in order to attend a public proceeding?	9
3. Can the college ask why the person wants to attend the proceeding?	10
C. Obligation Before a Public Proceeding is Held	10
1. What kind of notice of public proceedings does FOAA require?	10
D. Obligations During a Public Proceeding	10
1. Can a person record a public proceeding?	10
2. What rules can be imposed on persons who want to record a public proceeding?	10

	<u>Page</u>
3. Do members of the public have a right to speak at public meetings under FOAA?	10
4. Is the covered entity required to make the record or minutes of a public proceeding available to the public?	10
5. Is the covered entity required to keep running minutes or a record of a public proceeding?	11
E. The “Executive Session” Exception to “Public Proceedings”	11
1. What is an “executive session?”	11
2. How does an executive session occur?	11
3. Can the entity consider in executive session matters not identified in the motion?	11
4. Is there a limit on the matters that can be discussed in executive session?	11
5. Can an entity vote or take formal action while in executive session?	12

Maine Community College System

Understanding and Complying with Maine's Freedom of Access Act (FOAA)

I. Overview

A. What does the Freedom of Access Act require?

FOAA requires public entities to allow inspection and/or copying of certain defined “records” (i.e., documents and data), and to allow notice of, and attendance at, certain defined “proceedings” (i.e., meetings). 1 MRSA §401-§410. The law does not require public access to every document and/or meeting. On the contrary, state and federal law make many transactions confidential.

B. Why does Maine have this law?

On the one hand, FOAA guarantees some public access because transparency and open decision-making are fundamental principles of democratic government and because these principles are essential to ensuring continued trust and confidence in government. On the other hand, FOAA limits the scope of public access in order to protect legitimate governmental interests and privacy rights of individual citizens. 1 MRSA §401.

C. How does FOAA apply to the MCCS?

As regards “public records,” FOAA applies to certain records maintained by “public officials” which includes employees of the MCCS. 1 M.R.S.A. §402. Such records, as discussed in more detail below, do not include records designated confidential by statute (e.g., FERPA); working papers, interoffice and intra-office memoranda used by or prepared for faculty and administrative committees of the MCCS (1 M.R.S.A. §402(3)(E)); and certain employee personnel records (MCCS Policy Manual, section 406(C)).

As regards “public proceedings,” FOAA applies to the MCCS Board of Trustees and its committees and subcommittees. 1 M.R.S.A. §402(2)(B). FOAA does not apply to the “proceedings” of the colleges, their committees or sub-committees, or their foundations.

D. Who should handle FOAA requests for the college?

FOAA requests should be overseen by an employee who understands which records are accessible and which are not in order to ensure that public information is properly disclosed and non-public information is properly kept confidential.

E. What if the college is not sure whether to grant or deny access?

Seek guidance from the MCCS General Counsel. FOAA is to be construed in favor of access, but there are many exceptions to FOAA that protect important privacy interests of the colleges and their employees. It is better to seek advice than to guess wrong.

F. How is FOAA enforced?

If a college denies access to a requested record or meeting, the person making the request may file a complaint, or ask the Office of the Attorney General or the local District Attorney to file a complaint on that person's behalf, in Superior Court. 1 MRSA §409.

G. What are the penalties for violating FOAA?

A wrongful denial can jeopardize the good reputation of a college. Moreover, depending upon the type and nature of the violation, a college can be ordered to make the requested information available; ordered to permit attendance and recording of a given meeting; have a prior decision nullified; and/or be ordered to pay a fine of approximately \$500. 1 MRSA §409 and 1 MRSA §410.

H. Is the FOAA the same as the Freedom of Information Act (FOIA)?

No, although the two names are commonly used interchangeably. FOAA is the name of the state law that applies to our colleges, and FOIA is the name of the federal law that does not, generally speaking, apply to our colleges. FOIA provides for public access to federal agencies and, although in some instances it can have an effect on a state agency's duty to disclose, our colleges' primary concern is compliance with FOAA.

II. Access to Public Records

A. The Basics

1. What is a "public record?"

FOAA defines in 1 M.R.S.A. §402(3) a "public record" as:

- a. "any written, printed or graphic matter or any mechanical or electronic data compilation from which information can be obtained, directly or after translation into a form susceptible of visual or aural comprehension;"
- b. "in the possession or custody of an employee;"
- c. "received or prepared for use in connection with the transaction of public or governmental business or contains information relating to the transaction of public or governmental business;" and

d. is not otherwise deemed by law to be confidential or exempt. For examples of such exemptions, see *Section II(E)* below.

2. Are e-mails “public records?”

Yes, provided they meet the above definition.

3. Is a record not “public” if it is only a draft?

No; FOAA does not exempt “drafts” from public access.

4. What does FOAA require a college to do when it receives a request for records, i.e., allow inspection, make copies or both?

FOAA grants the right to both inspect and copy. 1 MRSA §408.

5. Does FOAA require the college to mail the requested copies?

No. FOAA only requires inspection and copying. It does not require the college to make and mail copies, even if the requesting party asks, and is willing to pay, for the mailing. Nonetheless, many agencies do mail the copies both as a courtesy.

6. Is a FOAA request the only means for someone to access college records?

No, but it is the primary means for the “public” to get certain records. For example, students may get their “education records” through a “FERPA” (Family Education Rights and Privacy Act) request under 20 USC §1232g; employees may get their personnel files through a request under 26 MRSA §631; grantors and contractors may get records under a provision of their grant or contract with the college; and other records may be disclosed pursuant to a valid subpoena or litigation discovery request.

B. Rules Relating to the Request

1. Does the requestor have to be a citizen of Maine or have a certain position or affiliation in order to make a request?

No. FOAA provides that “every person” -- regardless of where they live (in or out of Maine) and regardless of their relation to the college -- has a right to see certain information. 1 M.R.S.A. §408(1).

2. Is there a form that must be used to make a FOAA request?

No; there are no required forms.

3. Does the request have to be in writing?

No. However, it is both permissible and often advisable to ask individuals to submit their requests in writing in order to maintain a record of when the request was received and what records were specifically requested.

4. How specific must the request be?

FOAA does not require that the request specify the exact information sought, but it is advantageous for both the requestor and the college to do so. Narrow searches take less of the college's time and are more likely to give the requestor what he or she is seeking. It is lawful for the college to work with the requestor to try and narrow or specify the request. The college cannot, however, deny a request because it is too broad.

5. Can the college ask why the person wants a certain record?

Yes, but the person is not required to provide a reason, and the college cannot deny an individual's request based solely upon either the individual's refusal to provide a reason or upon the reason itself.

6. Is the college required to create, summarize or put information in a format that does not already exist?

No. The college is not required to prepare reports, summaries or compilations not in existence on the date of the request. Likewise, a college is not required to produce a record in an alternate format if the record can be made available for public inspection and copying in the format in which it exists. Nonetheless, if it is not very burdensome in a particular case to produce data in a new form data that meets the request, it is, as a matter of public service, advisable to do so.

7. Is the college required to translate a record?

Yes. Such translations might include English to French, or visual to brail. In such cases, the college can charge for the actual cost of translation. 1 M.R.S.A. §408(3)(C).

8. Is the college required to honor a "standing request" for information, such as a request that certain reports be sent automatically each month?

No. The college is required to make available only those public records that exist on the date of the request. Persons seeking to inspect or obtain copies of public records on a continuing basis are required to make a new request for any additional records sought after the date of the original request.

C. Rules Relating to Time Limits

- 1. How long does the college have to decide whether to grant or deny access to a requested record?**

The college must determine “within 5 working days” after receiving a request whether the college will comply. 1 M.R.S.A. §409(1). “Working days” do not include Saturdays, Sundays or legal holidays.

- 2. If the college is going to provide access, how long does the college have to make the records available?**

The records must be made available “within a reasonable period of time” after the request is received. 1 M.R.S.A. §408(1). In practice, this typically means approximately 10 working days.

- 3. Can the college schedule the time for the records to be inspected?**

Yes. The college can schedule the time for inspection of the records during the college’s “regular business hours,” and at a time that will not “delay or inconvenience the regular activities” of the college. 1 M.R.S.A. §§408(1) and (2).

D. Rules Governing Denials

- 1. For what reasons can the college deny a request?**

The college may only deny access to the requested information if the information is excluded from disclosure by FOAA or another law (see section II(E) below).

- 2. Does a denial have to be in writing?**

Yes. If a request is denied in whole or in part, the denial must be made in writing within 5 working days of the date that the request is received. 1 M.R.S.A. § 409(1).

- 3. Does the college have to state a reason for denying access?**

Yes; the college must provide the reason for its denial in writing. 1 M.R.S.A. §409(1).

- 4. Can the college grant access to some of the requested information, but deny access to other information that is requested?**

Yes.

5. What if a document contains both public and non-public information?

The document should be disclosed with the non-public information redacted -- that is, covered with White-Out or a black marker -- so it cannot be detected.

E. Records that are Not Public

As noted above, not every college record is subject to public access. On the contrary, both state and federal law designate many of a college's records as confidential and, therefore, not subject to public disclosure under FOAA. 1 M.R.S.A. §402(3)(A)-(O). For example, a college should not permit inspection or provide copies under FOAA of records containing the following information:

1. Employee information

Most, but not all, information about employees is not public. For example, the fact that one is employed by the college, and the facts regarding the employee's current position and salary are not confidential, but all of the following are:

- a. Employee personnel files as defined by MCCS Policy, Section 406(C);
- b. Personal contact information of public employees, such as "home address, home telephone number, home facsimile number, home e-mail address and personal cellular telephone number and personal pager number" under 1 M.R.S.A. §402 (3)(A)-(O);
- c. State Employee Assistance Program information under 5 MRSA §957(5);
- d. Maine State Retirement System information under 5 MRSA §17057; and
- e. Records, working papers, interoffice and intra-office memoranda used by or prepared for faculty and administrative committees of the MCCS and its colleges under 1 M.R.S.A. §402(3)(E).

Note that the job applications of persons who have become finalists may be subject to disclosure under MCCS Policy Manual, Section 405. For the content and authorized process of such disclosures, see that Policy.

2. Student information

- a. Student "education records" as defined by the Family Education Rights and Privacy Act, 20 USC §1232g and 34 CFR Part 99, and 20-A MRSA §6001;
- b. Student immunization records under 20-A MRSA §6357(1); and

- c. Student financial aid information under a variety of laws.

3. College information

- a. Records “describing security plans, security procedures or risk assessments prepared specifically for the purpose of preventing or preparing for conduct that is designed to cause serious bodily injury or substantial risk of bodily injury to multiple persons, substantial damage to multiple structures ... or substantial physical damage sufficient to disrupt the normal functioning of a critical infrastructure” under 1 M.R.S.A. §402(3)(L);
- b. Material relating to negotiations, proposals and analyses “prepared for and used specifically and exclusively” for collective bargaining under 1 M.R.S.A. §402(3)(D);
- c. Materials related to the “development of positions on legislation” under 1 M.R.S.A. §402(3)(G);
- d. Materials related to “insurance or insurance-like protection or services” under 1 M.R.S.A. §402(3)(G);
- e. Records or information describing the “architecture, design, access authentication, encryption or security of information technology infrastructure and systems” under 1 M.R.S.A. §402(3)(M);
- f. Public improvement construction pre-bid qualification and proposal evaluations managed by the Bureau of General Services under 5 MRSA §1743(5) and §1747(3);
- g. Documents subject to a recognized legal privilege such as the attorney-client privilege under 1 M.R.S.A. §402(3)(B); and
- h. Various workers’ compensation insurance, unemployment compensation and Maine Human Rights Act claims information.

F. Reimbursing the college for its costs in searching, copying, mailing and/or translating records

1. Can a college charge for public records?

Yes. A college can assess the following charges:

- a. “a reasonable fee to cover the cost of copying,” 1 M.R.S.A. § 408(3)(A);
- b. \$10 per hour after the first hour of staff time per request for the time spent searching for, retrieving and compiling the requested records, 1 M.R.S.A. § 408(3)(B);

- c. the actual cost of translation where translation of a record is necessary, 1 M.R.S.A. §408(3)(C); and
- d. actual mailing costs.

2. What must a college do to obtain payment?

If a college intends to seek reimbursement, the college must first prepare an estimate of the time and cost required to complete a request. If the estimate is greater than \$20, then the college must notify the requester before proceeding. 1 M.R.S.A. §408(4) and (5).

3. Can the college require payment in advance?

Yes, but only if the estimated cost exceeds \$100, or if the requester has previously failed to pay a fee properly assessed under FOAA. 1 M.R.S.A. §408(4) & (5).

4. What if the person says they cannot afford the charges?

The college can, but is not required to, waive some or all of a fee. FOAA suggest that waiver is appropriate if the requester is “indigent,” or if the release would “contribute significantly” to public understanding of the operations or activities of the college, and if the requestor’s “primary interest” in the records is “non-commercial.” 1 M.R.S.A. §408(6).

III. Access to Public Meetings

A. The Basics

1. What is a “public proceeding?”

A “public proceeding” means “the transactions of any functions affecting any or all citizens of the State” by a “board, commission or advisory organization” that is “established, authorized or organized by law, resolve or executive order.” 1 M.R.S.A. §402.

2. Who in the MCCS is covered by this definition?

FOAA applies to meetings of the MCCS Board of Trustees and its committees and subcommittees. 1 M.R.S.A. §402(2)(B).

3. Who in the MCCS is not covered by this definition?

FOAA does not cover meetings within the colleges. Even if their work involves “the transactions of any functions affecting any or all citizens of the State,” the colleges are not a “board, commission or advisory organization” that is “established, authorized or organized by law, resolve or executive order.” They exist simply by internal, voluntary act and are

not, therefore, covered by the law. As a result, meetings by the following are not subject to FOAA:

- a. college committees and sub-committees;
- b. college departments;
- c. faculty senate;
- d. student senate;
- e. student clubs;
- f. college management teams;
- g. college foundations; and/or
- h. college alumni organizations.

4. Can the college allow public access to meetings by groups not covered by FOAA?

Yes, but the group should not discuss in that public meeting non-public information identified in Section II(E) above.

5. What if the college does in fact have a “board, commission or advisory organization” that is in fact “established, authorized or organized by law, resolve or executive order?”

Then that group’s meetings would be subject to the following rules under FOAA.

B. Rules Regarding the Request

1. What does FOAA require for “public proceedings?”

FOAA requires all “public proceedings to be open to the public” and that “any person must be permitted to attend.” 1 M.R.S.A. §403.

2. Does the requestor have to be a citizen of Maine or have a certain position or affiliation in order to attend a public proceeding?

No. Again, FOAA provides that “every person” -- regardless of where they live (in or out of Maine) and regardless of their relation to the college -- has a right to attend a public proceeding. 1 M.R.S.A. §408(1).

3. Can the college ask why the person wants to attend the proceeding?

Yes, but the person is not required to provide their reason for attending, and the college cannot deny an individual's request based solely upon either the individual's refusal to provide a reason or upon the reason itself.

C. Obligation Before a Public Proceeding is Held

1. What kind of notice of public proceedings does FOAA require?

Public notice must be given for all public proceedings if the proceedings are a meeting of 3 or more persons of the covered entity. The notice must be given "in ample time to allow public attendance" and must be "disseminated in a manner reasonably calculated to notify the general public in the jurisdiction served" by the entity. 1 M.R.S.A. §406.

D. Obligations during a Public Proceeding

1. Can a person record a public proceeding?

Yes. FOAA allows individuals to make, with their own materials or equipment, a "written, taped or filmed record" of a public proceeding, or to "broadcast the proceedings live." 1 M.R.S.A. §404.

2. What rules can be imposed on persons who want to record a public proceeding?

The entity can make reasonable rules or regulations to preserve the "orderly conduct" of its proceedings so long as such rules or regulations "do not defeat the purpose" of FOAA. 1 M.R.S.A. §404.

3. Do members of the public have a right to speak at public meetings under FOAA?

No. FOAA does not require that an opportunity for public participation be provided at open meetings, although many public entities choose to permit public participation. An entity can also adopt rules to ensure meetings are "conducted in a fair and orderly manner" (e.g., time limits for each speaker).

4. Is the covered entity required to keep running minutes or a record of a public proceeding?

No, but FOAA does require a written record of every decision that involves the conditional approval or denial of an application, license, certificate or permit, and every decision that involves the dismissal or refusal to renew the contract of any public official, employee or appointee. 1 M.R.S.A. §407(1) and (2).

If the public proceeding is an “adjudicatory proceeding” as defined in the Maine Administrative Procedure Act, the covered entity is required to compile a record that complies with statutory specifications, including a recording in a form susceptible of transcription. 5 M.R.S.A. §8002 (1) and §9059.

5. Is the covered entity required to make the record or minutes of a public proceeding available to the public?

Yes. Any legally required record or minutes of a public proceeding must be made promptly and later available for public inspection. 1 M.R.S.A. §403 and §407; 5 M.R.S.A. §9059(3).

E. The “Executive Session” Exception to “Public Proceedings”

An important exception to the public proceedings provision of FOAA covers the “executive sessions” of a covered entity.

1. What is an “executive session”?

An executive session is a closed meeting of a covered entity, held to discuss certain limited subjects.

2. How does an executive session occur?

A member of the entity must make a motion to go into executive session. That motion must indicate the precise nature of the business of the executive session, and include a citation of one or more sources of statutory or other authority that permits an executive session for that business. The entity must then pass the motion by at least 3/5th of the members present and voting in a publicly recorded vote. 1 M.R.S.A. §405(1)-(5).

3. Can the entity consider in executive session matters not identified in the motion?

No. No matters other than those identified in the motion may be considered in that particular executive session. 1 M.R.S.A. §405(1)-(5).

4. Is there a limit on the matters that can be discussed in executive session?

Yes. The subjects are restricted to those listed in 1 M.R.S.A. §405 and they include, for example, discussions regarding the:

- a. Suspension or expulsion of a student;
- b. Employment, appointment, assignment, duties, promotion, demotion, compensation, evaluation, disciplining, resignation or dismissal of an employee(s), or the investigation or hearing of

charges or complaints against such employee(s) (but excluding discussion of budget proposal(s));

- c. Acquisition, use or disposition of public property;
- d. Consultations between the entity and its attorney concerning the entity's legal rights and responsibilities or pending litigation;
- e. Discussion of labor contracts, proposals and/or meetings between the entity and its negotiators; and
- f. Discussion of other matters that are by law otherwise confidential.

5. Can an entity vote or take formal action while in executive session?

No. An entity cannot give final approval to a rule, resolution, regulation, contract, appointment or other official actions in executive sessions. 1 M.R.S.A. §405(2) and (6).

MAINE COMMUNITY COLLEGE SYSTEM

STUDENT AFFAIRS
Section 502

SUBJECT: UNIFORM FERPA NOTICE

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

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

A. Records Inspection

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

B. Amendment of Records

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

C. Student's Right to Prevent Disclosure

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

D. College's Rights to Disclose

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

1. Health or Safety Emergency

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

2. Directory Information

Unless a student withholds consent by use of an opt-out form that the colleges shall provide to each student, a college may disclose education records without a student's prior written consent under the FERPA exception for directory information. Unless or until a college adopts a different definition, directory information:

- a. Includes a student's full name; e-mail address; the fact that a student is or was enrolled; enrollment status (e.g., full-time, half-time or less than half-time); class level and majors/minors; dates of attendance; degrees, honors or awards received; cumulative credit hours; and participation in officially recognized activities and sports, and certain biographical information of athletes; and
- b. Does not include a student's identification number, date of birth, mailing and permanent address(es); telephone number(s); parents' names and addresses; GPA or grades; current schedule; information on academic standing (probation, disqualification, etc.) or whether student is eligible to return to school; accounts receivable balance; disciplinary records; financial records of parents; student employment records; psychiatric or psychological records; and copies of transcripts from other schools or colleges.

The authority of a college to disclose student directory information is permissive to the college, and each college reserves the right not to disclose such information to a person or entity when a college determines that such disclosure is not in its students' and/or the institution's best interests, and is not otherwise required by law to do so.

3. School Officials with Legitimate Educational Interests

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

4. Officials of Other Schools

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

5. Lawfully Issued Orders and Subpoenas

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

6. Financial Aid for which a Student has Applied

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

7. Organizations Whose Work Will Improve MCCS Instruction

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

8. Disclosure to Military Recruiters

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

E. Complaints

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

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

DATE ADOPTED: June 24, 2009

DATE(S) AMENDED:

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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

**MAINE COMMUNITY COLLEGE SYSTEM
RECORD RETENTION GUIDELINES**

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