

NEASC Self-Study

January 2018

Central Maine
COMMUNITY COLLEGE

Table of Contents

Institutional Characteristics Form....2

Organizational Charts....9

Table of CIHE Actions, Items of Special Attention or Concerns....16

Introduction....18

Institutional Overview....23

Narrative

- General Information Data Form....27
- Standard 1: Mission and Purposes....29
- Standard 2: Planning and Evaluation....35
- Standard 3: Organization and Governance....47
- Standard 4: The Academic Program....61
- Standard 5: Students....84
- Standard 6: Teaching, Learning, and Scholarship....99
- Standard 7: Institutional Resources....118
- Standard 8: Educational Effectiveness....142
- Standard 9: Integrity, Transparency, and Public Disclosure....161

Appendix

- Affirmation of Compliance Document....175
- E-Series Forms....178
- Audited Financial Statements....194
- Auditor's Management Letter....265
- List of Supporting Documents in Workroom....275

Institutional Characteristics Form



Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: December, 2017

Corporate name of institution: Central Maine Community College

1. Date institution was chartered or authorized: November, 1963
2. Date institution enrolled first students in degree programs: January, 1979
3. Date institution awarded first degrees: May, 1981
4. Type of control:

Public	Private
X State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church) _____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

5. **By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?** Maine State Legislature

   Associate in Applied Science Degree

   Associate in Science Degree

   Associate in Arts Degree

6. **Level of postsecondary offering (check all that apply)**

X	Less than one year of work	☐	First professional degree
X	At least one but less than two years	☐	Master's and/or work beyond the first professional degree
X	Diploma or certificate programs of at least two but less than four years	☐	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
X	Associate degree granting program of at least two years	☐	A doctor of philosophy or equivalent degree
☐	Four- or five-year baccalaureate degree granting program	☐	Other doctoral programs _____
		☐	Other (Specify)

7. Type of undergraduate programs (check all that apply)

X	Occupational training at the crafts/clerical level (certificate or diploma)	X	Liberal arts and general
X	Occupational training at the technical or semi-professional level (degree)	☐	Teacher preparatory
X	Two-year programs designed for full transfer to a baccalaureate degree	☐	Professional
		☐	Other_____

8. The calendar system at the institution is:

X Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. **What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?**

a) Undergraduate 15 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. **Student population:**

a) Degree-seeking students: Fall 2017 *

	Undergraduate	Graduate	Total
Full-time student headcount	1,173		1,173
Part-time student headcount	1,099		1,099
FTE	1,592		1,592

*includes matriculated students seeking a certificate

b) Number of students (headcount) in non-credit, short-term courses: 119

12. **List all programs accredited by a nationally recognized, specialized accrediting agency.**

Program	Agency	Accredited since	Last Reviewed	Next Review
Automotive Technology	National Automotive Technician Education Foundation	1986	2016	2021
Ford Asset	National Automotive Technician Education Foundation	1986	2016	2021
Nursing	National League for Nursing	1988	2012	2020

13. **Off-campus Locations.** List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE (FY18)
A. In-state Locations			
Mt. Blue Learning Center			3.0
Damariscotta (LincolnHealth Education Ctr.)	Nursing		6.1
Oxford Hills Comprehensive High School			3.8
Fryeburg Academy			3.8
B. Out-of-State Locations: N/A			

14. **<u>International Locations:</u>** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
N/A		

15. **Degrees and certificates offered 50% or more electronically:** For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE*
Business Administration and Management	Associate	At least 50	58.6
Business Administration and Management	Certificate	At least 50	3.1
Business Administration and Management Transfer	Associate	At least 50	12.0
Career Studies	Associate	At least 50	15
Computer Forensics	Associate	At least 50	2.4
Computer Technology	Associate	At least 50	30.8
Criminal Justice	Associate	100	46.7
Education	Associate	At least 50	7.3

Forensic Science	Associate	At least 50	1.6
General Studies	Associate	100	253.1
Human Services**	Associate	100	32.1
Liberal Studies	Associate	At least 50	16.8
Management Information Systems	Associate	At least 50	2.0
Medical Coding and Electronic Health Records	Associate	100	18.1
Medical Coding and Electronic Health Records	Certificate	100	2.6
Medical Assistant	Associate	At least 50	15.4
Network Security Computer Forensics	Associate	At least 50	12.6
Network Security	Advanced Certificate	At least 50	.2

*Based on all students enrolled (online, hybrid, and onground).
**One required course is currently a hybrid. All others are available online.

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

Note that the charts as defined in 18a-d are attached.

19. Record briefly the central elements in the history of the institution:

1963, Maine Legislature created the Androscoggin State Vocational Technical Institute
1966, Institution renamed Central Maine Vocational Technical Institute
1966, Institution moved from temporary quarter in Lewiston to present campus on Lake Auburn
1967, First Residence Hall is opened
1976, Institution receives first initial accreditation from NEASC
1989, Institution renamed Central Maine Technical College
2003, Institution renamed Central Maine Community College
2008, Institution receives 10 year accreditation from NEASC
2013, Institution enrollment reaches over 3,000
2014, Institution celebrates 50th Anniversary

CHIEF INSTITUTIONAL OFFICERS

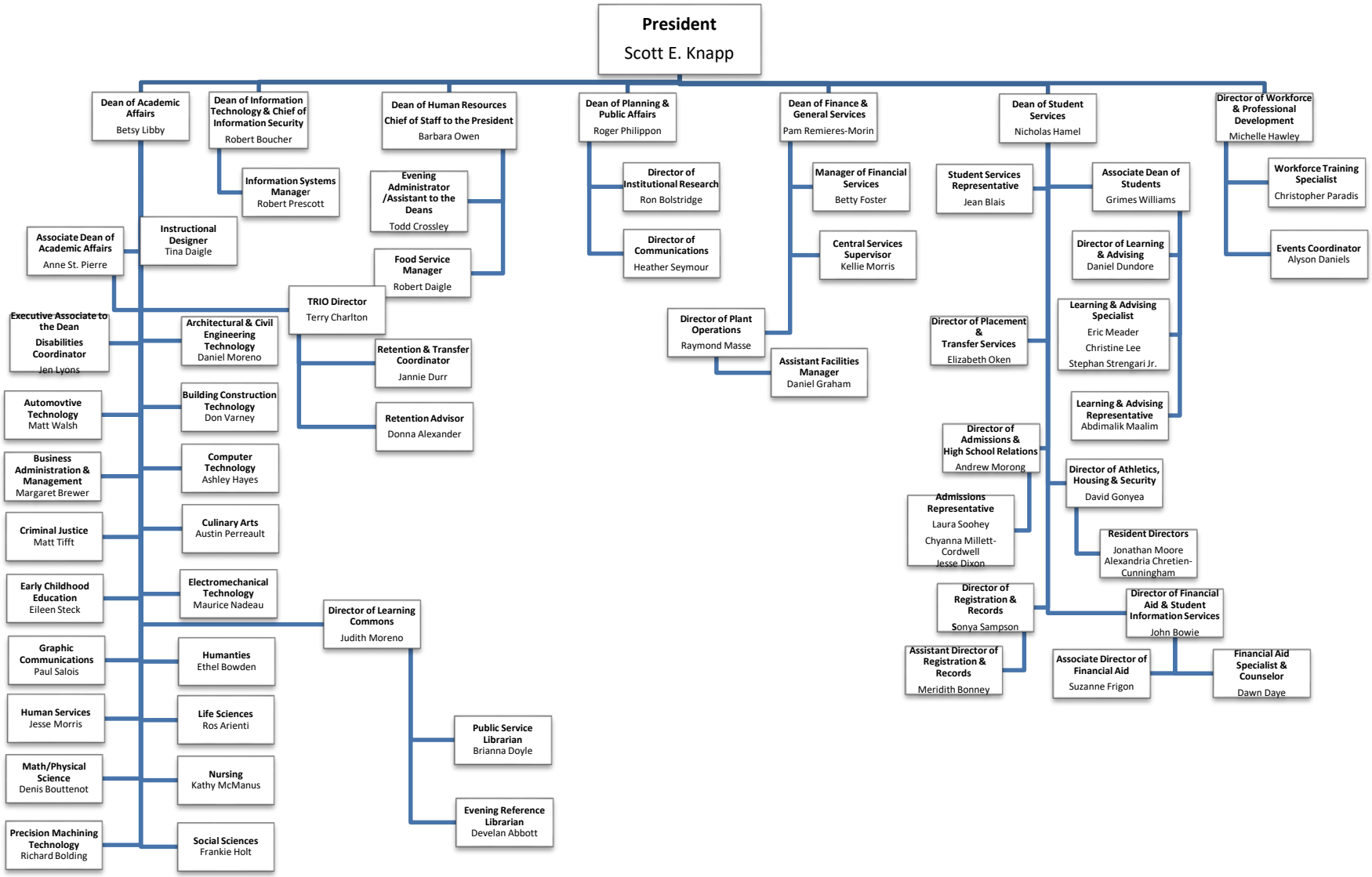
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Jean Ginn Marvin	Chair	2016
President/CEO	Scott E. Knapp	President	1997
Chief Academic Officer	Betsy Libby	Dean of Academic Affairs	2013
Chief Financial Officer	Pamela Remieres-Morin	Dean of Finance and General Services	2009
Chief Student Services Officer	Nicholas Hamel	Dean of Student Services	2013
Planning	Roger Philippon	Dean of Planning and Public Affairs	2006
Institutional Research	Ron Bolstridge	Director of Institutional Research	2012
Assessment	Roger Philippon	Dean of Planning and Public Affairs	2006
Development	Roger Philippon	Dean of Planning and Public Affairs	2006
Library	Judy Moreno	Director of the Learning Commons	2017

Chief Information Officer	Robert Boucher	Dean of Information Technology	2014
Continuing Education	Michelle Hawley	Director of Workplace and Professional Development	2017
Grants/Research	Roger Philippon	Dean of Planning and Public Affairs	2006
Admissions	Andrew Morong	Director of Admissions and High School Relations	2017
Registrar	Sonya Sampson	Registrar	2012
Financial Aid	John Bowie	Director of Financial Aid and Student Information Services	2012
Public Relations	Heather Seymour	Director of Communications	2012
Alumni Association	N/A		
Human Resources	Barbara Owen	Dean of Human Resources and Chief of Staff to the President	2015

Organizational Charts

Central Maine Community College

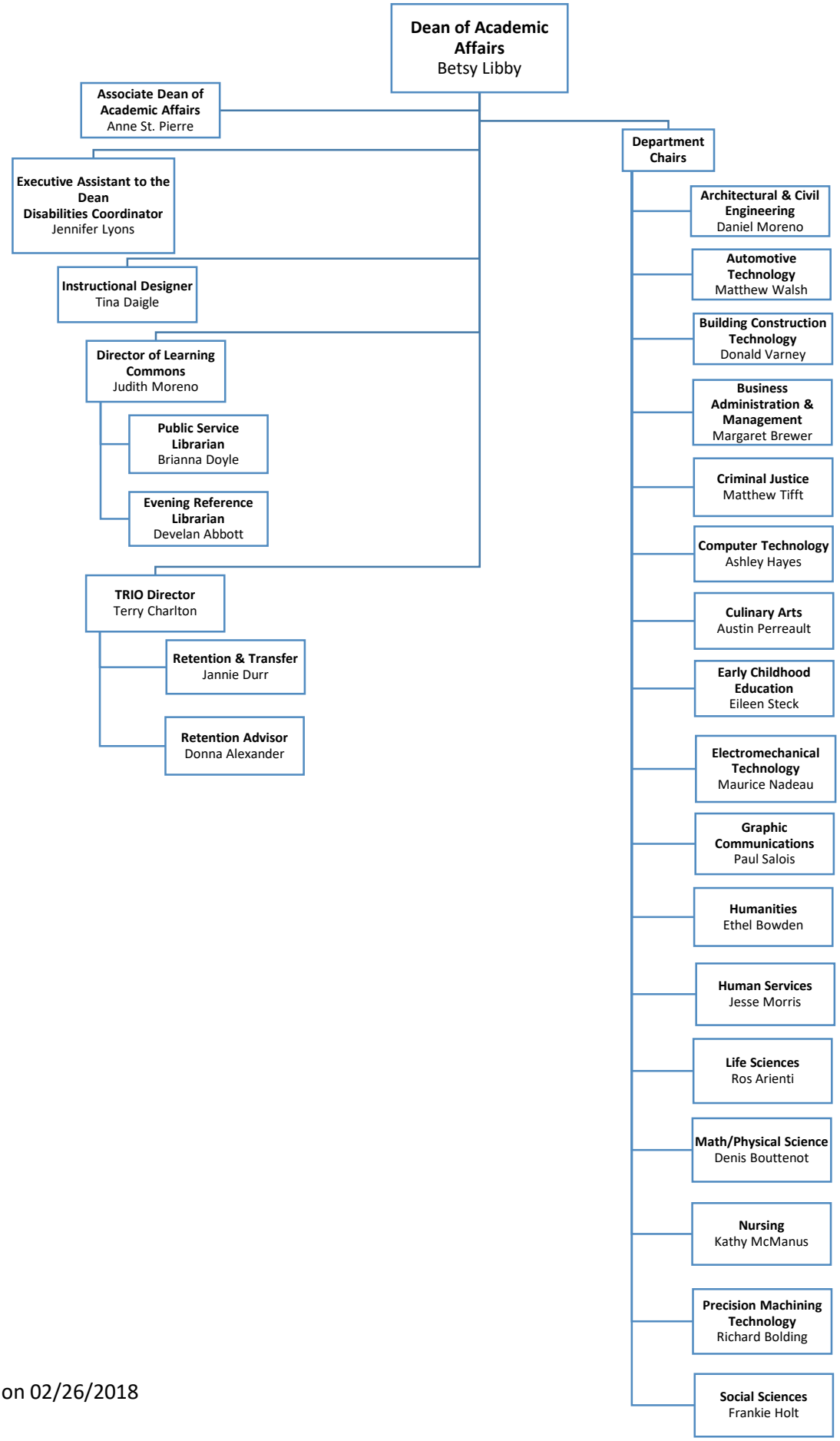
Administration Organizational Chart



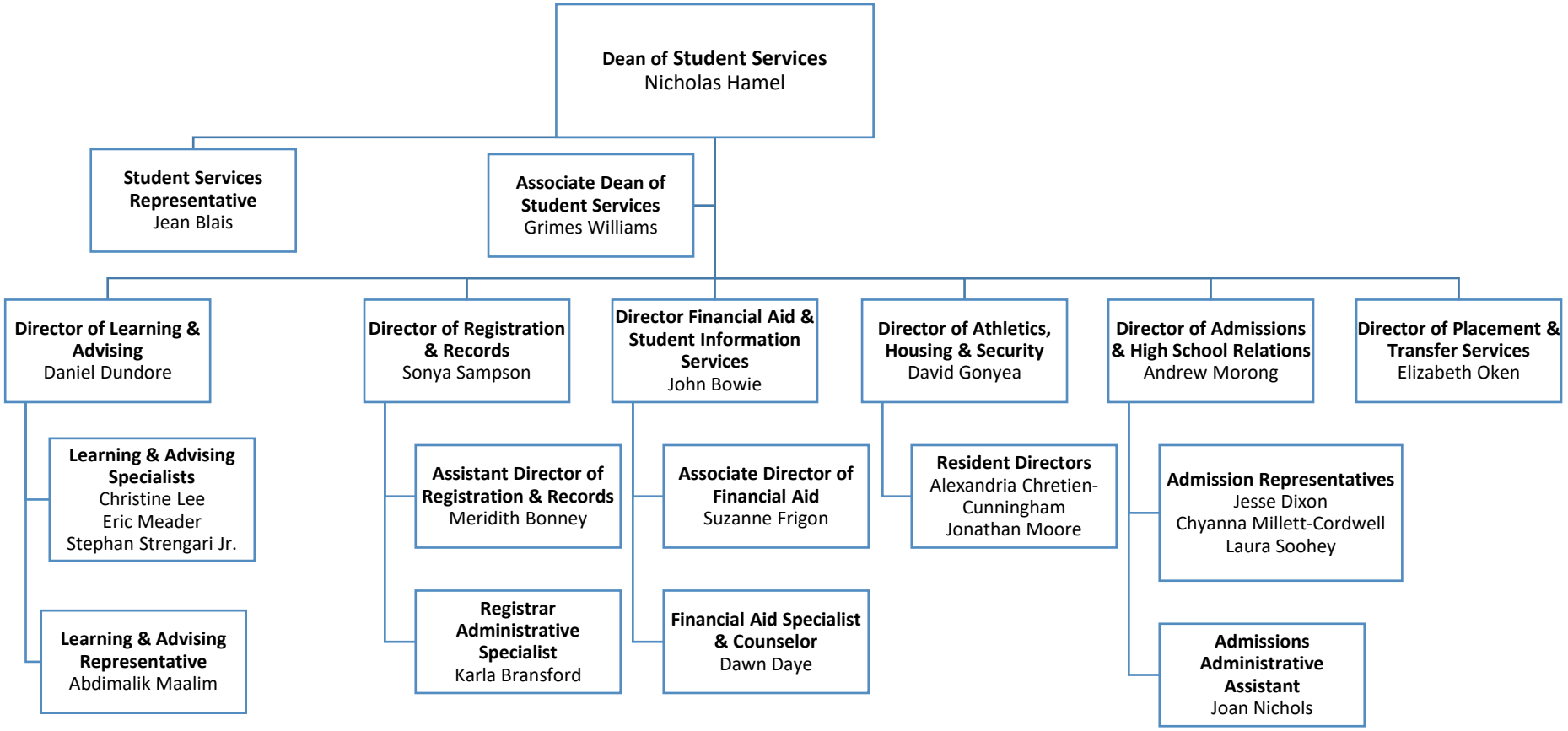
Revised 02/26/2018

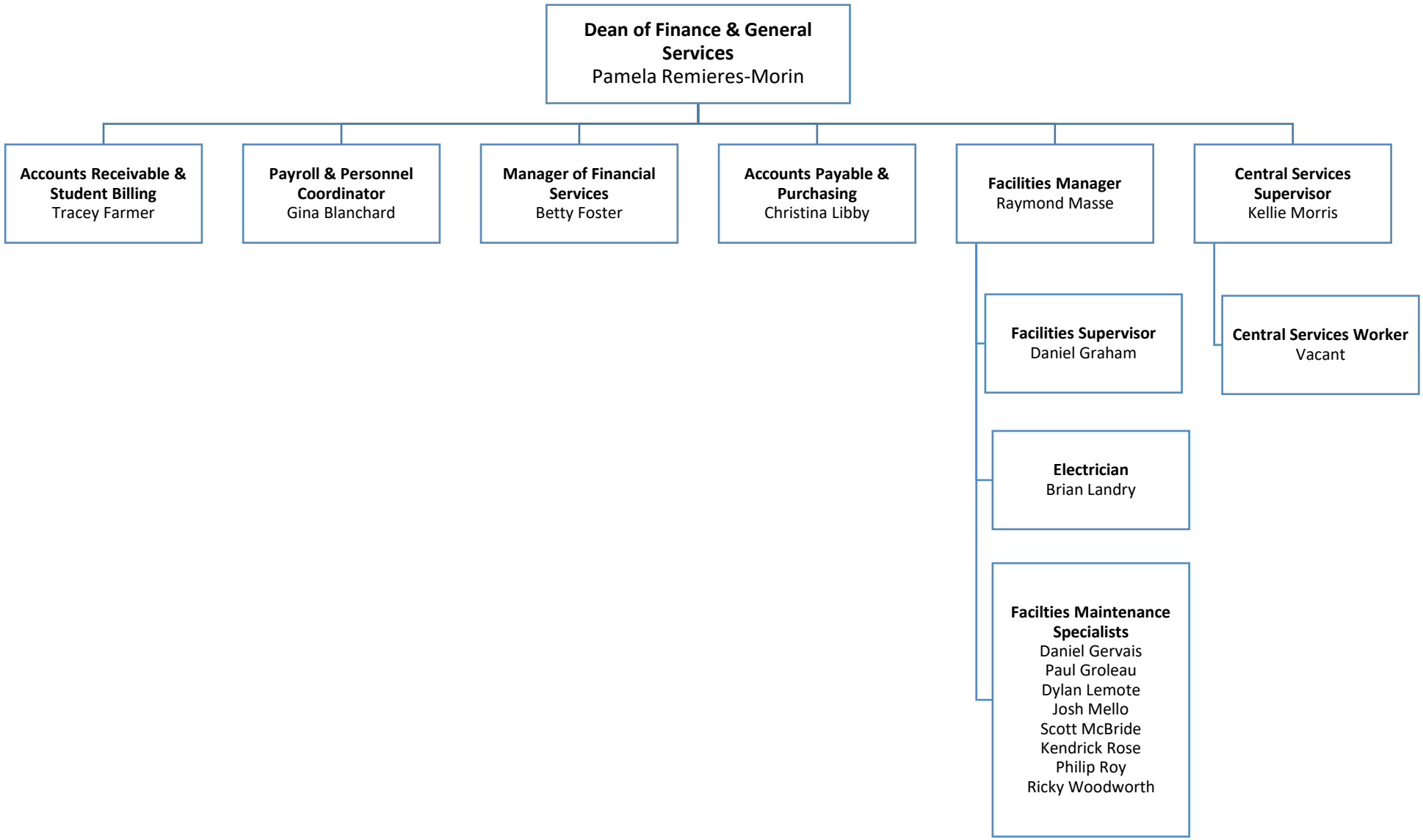
Central Maine Community College

Academic Affairs Organizational Chart



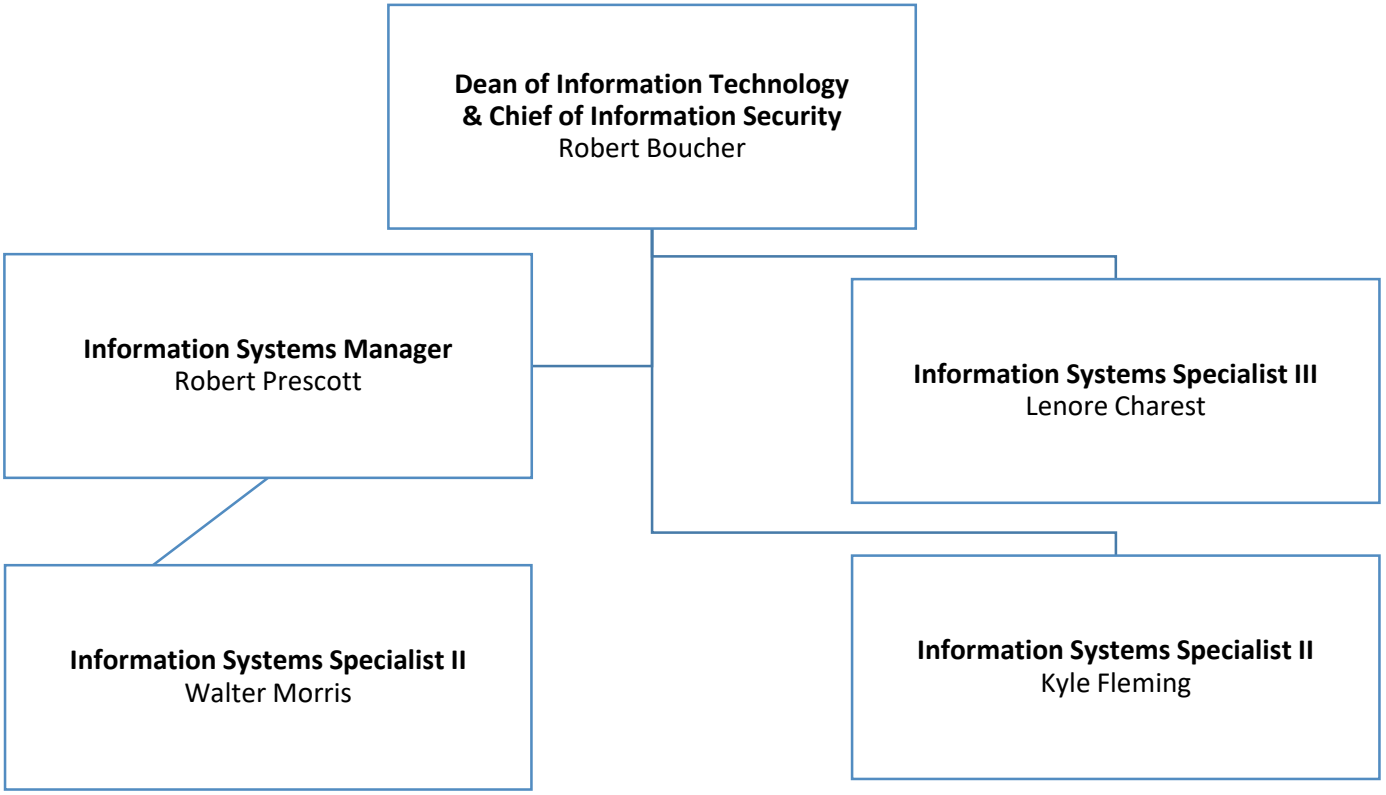
Revised on 02/26/2018


Dean of Student Services
Nicholas Hamel
Student Services Representative
Jean Blais
Associate Dean of Student Services
Grimes Williams
Director of Learning & Advising
Daniel Dundore
Director of Registration & Records
Sonya Sampson
Director Financial Aid & Student Information Services
John Bowie
Director of Athletics, Housing & Security
David Gonyea
Director of Admissions & High School Relations
Andrew Morong
Director of Placement & Transfer Services
Elizabeth Oken
Learning & Advising Specialists
Christine Lee
Eric Meader
Stephan Strengari Jr.
Learning & Advising Representative
Abdimalik Maalim
Assistant Director of Registration & Records
Meridith Bonney
Registrar Administrative Specialist
Karla Bransford
Associate Director of Financial Aid
Suzanne Frigon
Financial Aid Specialist & Counselor
Dawn Daye
Resident Directors
Alexandria Chretien-Cunningham
Jonathan Moore
Admission Representatives
Jesse Dixon
Chyanna Millett-Cordwell
Laura Soohey
Admissions Administrative Assistant
Joan Nichols


Dean of Finance & General Services
Pamela Remieres-Morin
Accounts Receivable & Student Billing
Tracey Farmer
Payroll & Personnel Coordinator
Gina Blanchard
Manager of Financial Services
Betty Foster
Accounts Payable & Purchasing
Christina Libby
Facilities Manager
Raymond Masse
Central Services Supervisor
Kellie Morris
Facilities Supervisor
Daniel Graham
Central Services Worker
Vacant
Electrician
Brian Landry
Facilties Maintenance Specialists
Daniel Gervais
Paul Groleau
Dylan Lemote
Josh Mello
Scott McBride
Kendrick Rose
Philip Roy
Ricky Woodworth

Central Maine Community College

Information Technology Systems Organizational Chart



Revised on 02/27/18

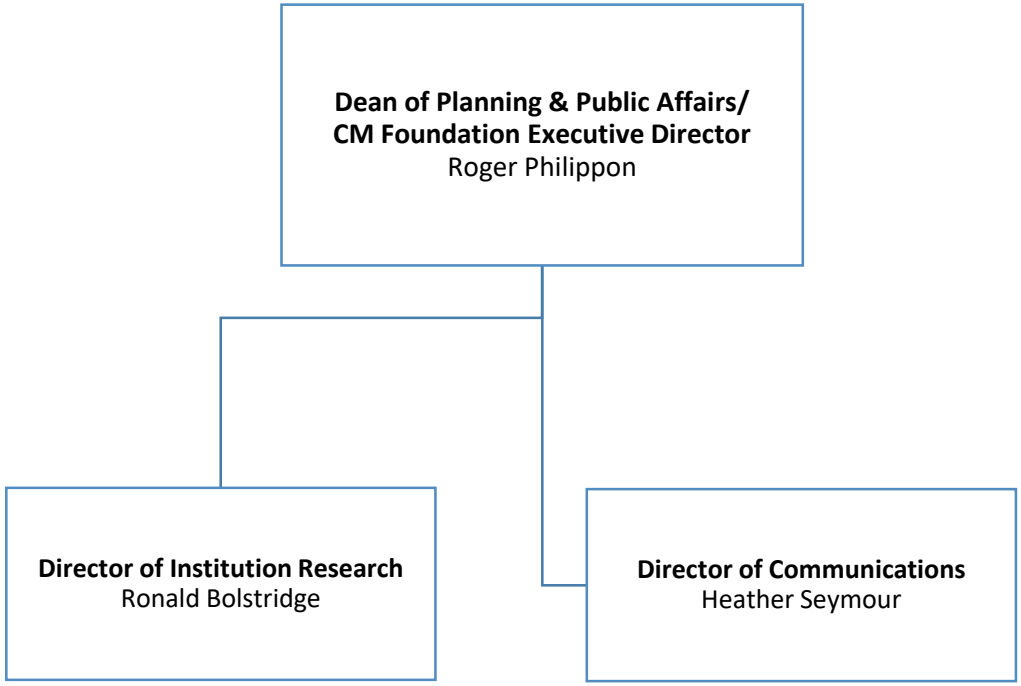

Dean of Planning & Public Affairs/
CM Foundation Executive Director
Roger Philippon
Director of Institution Research
Ronald Bolstridge
Director of Communications
Heather Seymour

Table of CIHE Actions, Items of Special Attention or Concerns

Table of CIHE Actions, Items of Special Attention, or Concerns

CIHE Standard	Detailed Actions, Items of Special Attention or Concerns	Addressed in Self-Study
	Date of CIHE Letter April 16, 2013 The Commission on Institutions of Higher Education considered the fifth-year interim report submitted by Central Maine Community College and voted to take the following action that the fifth-year interim report submitted by Central Maine Community College be accepted that the comprehensive evaluation scheduled for Spring 2018 be confirmed that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2018 evaluation give emphasis to the institution s success in	
1.1, 1.3, 4.19	1. implementing changes in the academic program to respond to economic and workforce needs	pp. 29, 31, 69, 108, 148
6.1, 6.2	2. maintaining an adequate full-time/part-time faculty ratio in new academic programs *****	pp. 100, 102, 103
2.3, 5.3, 5.6, 5.9	3. implementing strategies designed to increase enrollment by addressing the decline in new applicants and to achieve the College s goal to improve retention and graduation rates and student services. **Please note that no current CIHE Standard speaks directly to full-time/part-time faculty ratio.*	pp. 36, 37, 56, 57, 86, 88, 150

Introduction



INTRODUCTION

The staff and faculty of Central Maine Community College (CMCC) began formal preparation of this Self-Study in fall 2015 when the Horizons Council started work on developing a new Strategic Plan for the College. The Horizons Council is the principle planning body of the College and is comprised of members of administration, faculty, professional and support staff.

In addition to the Strategic Plan, the Horizons Council also worked on developing a new Environmental Scan, SWOT analysis, and Values and Vision Statements. The Council substantially completed this work at the end of the fall 2016 semester.

The dean of planning and public affairs, who also serves as the accreditation liaison for CMCC, attended the CIHE Self-Study Workshop in Bedford, MA on September 16, 2016 and the NEASC Annual Meeting in Boston in December 2016.

President Knapp advised the Horizons Council that it would be called upon once again to serve as the working committee for the development of the Self-Study. (The Horizons Council, comprised of different members, performed this function for the last review in 2008). The president announced that he was appointing Margaret Brewer, chair of the Business Administration and Management program, and Matthew Tifft, chair of the Criminal Justice program, as Horizons co-chairs for the Self-Study work. Horizons convened on December 19, 2016 for a workshop session on the Self-Study process conducted by Dr. Carol Anderson from CIHE.

In January 2017, just prior to the start of the spring semester, Dr. Patricia O Brien from CIHE addressed a faculty and staff assembly about the role and value of regional accreditation and the Self-Study process. Horizons then formed committees, each chaired by a member of the Council, to work on each of the nine standards. The committees then held meetings throughout the months of January, February, and March 2017.

Horizons directed each committee to submit their initial input (in a bullet format) on description and appraisal by late February 2017, and then on projection by mid-March. Horizons reviewed committee input on description and appraisal at their March 3 meeting and those on projection at the March 10 meeting. Each committee chair was invited to present an overview of their committees recommendations at these two meetings.

The Dean of Planning and Public Affairs, Director of Institutional Research, and Self-Study Co-chair Matt Tifft attended the Data First Forms Workshop at the CIHE Office in Burlington, MA on March 30, 2017.

Horizons discussed and made recommendations on the Standards committees input at its meeting of April 28, 2017. The co-chairs, along with the Dean of Planning and Public Affairs and the Dean of Human Resources/Chief of Staff to the President, took the committee input and began work on an initial draft during early summer 2017. It was agreed to have first drafts to each committee chair by July 5.

Horizons conducted a review of the entire self-study draft on September 15, 2017 and made numerous suggestions for changes, additions, and deletions. A timetable was developed that would enable the

College to provide a substantive draft to the chair of the visiting team prior to her visit to the campus on October 23, 2017.

All committees met again to review their sections of the draft and reported out their recommendations on September 29, 2017. A new draft that included many of these recommendations was reviewed by Horizons on October 13, and numerous edits were made for inclusion in the draft that the College sent to Dr. Kennedy on October 16.

During her visit on October 23, Dr. Kennedy met with President Knapp, the Executive Cabinet, and the Horizons Council, and shared her input on the self-study draft she had reviewed.

On November 2, 2017, Dean Philippon sent the draft and the data forms to Dr. Anderson at CIHE for her review and input, which she provided on November 9. Another draft (number nine) that incorporated changes based on Dr. Anderson s input, was prepared for a final review by Horizons at their meeting on December 1, 2017.

At the December 1 Horizons meeting, members conducted a thorough review of Draft 9 of the Self-Study. Horizons members agreed to submit any additional input on this draft by December 6.

As we incorporated this feedback into the final draft, we also finalized work on the Data First forms, Appendix, and other required Self-Study forms. A five-member committee was charged with gathering and organizing documents for inclusion in the Work Room.

As indicated in the Table of CIHE Actions, Items of Special Interest or Concerns, the Commission accepted the College s interim fifth-year report on April 16, 2013 and requested that CMCC give emphasis in this self-study to our success in the three areas listed below

1. Implementing changes in the academic program to respond to economic and workforce needs (pp. 29, 31, 69, 71)

2. Maintaining an adequate full-time/part-time faculty ratio in new academic programs (pp. 100, 102, 103)

3. Implementing strategies designed to increase enrollment by addressing the decline in new applicants and to achieve the College s goal to improve retention and graduation rates and student services. (pp. 36, 37, 56, 57, 86, 88, 150)

While the standard relating to full-time/part-time faculty ratio has been eliminated, the College believes it has clearly addressed these areas in the pages/sections cited above and in the preceding Table of CIHE Actions.

A frank analysis of our overall Self-Study process revealed the following shortcomings

1. The process of incorporating the bullet recommendations from the standards committees proved to be more difficult and time-consuming than anticipated. (We should have learned this lesson from our experience writing the 2008 Self-Study).

2. Several committee members expressed a concern that their work was not adequately included or properly reflected in the final version of the Self-Study. The bullet process was cited as one possible reason for this, since this method may not have reflected their work as clearly as a narrative format might have.

3. Not all committees were successful in reaching a common understanding on what exactly should be cited as evidence of meeting the standards. A few individual members also passed along comments that were not necessarily endorsed by the whole committee.

Despite the obstacles encountered, it is our firm belief that this Self-Study accurately reflects the current condition of the College, the progress we have made, and the challenges that remain. We look forward to your visit in March and any suggestions you may have to guide us as we move forward.

Central Maine
COMMUNITY COLLEGE

Horizons Self-Study Chairs:
Margaret Brewer, department chair, Business Administration and Management program
Matthew Tifft, department chair, Criminal Justice program

Horizons Council Members:
Margaret Brewer, department chair, Business Administration and Management program
Daniel Graham, facilities supervisor
Nicholas Hamel, dean of student services
Carl Hinkley, instructor, Automotive Technology program
Scott Knapp, president
Betsy Libby, dean of academic affairs
Kathy McManus, department chair, Nursing program
Elizabeth Oken, director of placement and transfer services
Barbara Owen, dean of human resources and chief of staff to the president
Roger Philippon, dean of planning and public affairs
Eileen Steck, department chair, Early Childhood Education program
Anne St. Pierre, associate dean of academic affairs
Matthew Tifft, department chair, Criminal Justice program
Matthew Walsh, department chair, Automotive Technology program

SELF-STUDY COMMITTEES:

STANDARD ONE: MISSION & PURPOSES
Chair Matthew Walsh
Committee Members Jeff Joiner, Michelle Ramsey, Denis Bouttenot, Frankie Holt, Lucy Coombs, Suzanne Frigon, Rebecca Buck, Andrew Morong, Roger Philippon.

STANDARD TWO: PLANNING AND EVALUATION
Chair Matthew Walsh
Committee Members Sharon Kinney, Ros Arienti, Jessica Smith, Diane Dostie, Ray Masse, Todd Crossley, John Bowie, Tracey Farmer, Roger Philippon.

STANDARD THREE: ORGANIZATION AND GOVERNANCE
Chair Kathy McManus
Committee Members David King, Lester Ordway, Karl Trautman, Judi Moreno, Grimes Williams, Gina Blanchard, Jen Lyons, Kristin Tifft, David Gonyea, Barb Owen.

STANDARD FOUR: THE ACADEMIC PROGRAM
Chair Carl Hinkley
Committee Members John Blois, Kate Dionne, Michael Henry, Kathleen Montegut, Karen White, Paul Salois, Sonya Sampson, Eric Meader, Dawn Daye, Betsy Libby.

STANDARD FIVE: STUDENTS
Chair Anne St. Pierre
Committee Members Carmin Iadonisi, Dan Moreno, June Roberts-Sherman, Casey Rayburn, Devin Watson, Doug Carbone, Robert Daigle, Emily Butterfield, Jean Blais, Jannie Durr, Abdimalik Maalim, Kyle Fleming, Nick Hamel.

STANDARD SIX: TEACHING, LEARNING, and SCHOLARSHIP
Chair Eileen Steck
Committee Members Richard Bolding, Susan Carbone, Steven Doak, Kevin Latendresse, Gary Rattray, Michael Matzinger, Michelle Hawley, Christine Lee, Dan Dundore, Terry Charlton, Betsy Libby.

STANDARD SEVEN: INSTITUTIONAL RESOURCES
Chair Daniel Graham
Committee Members Al White, Maurice Nadeau, Laurie Lopez, Fred Donovan, Robert Boucher, Christina Libby, Judy Frost, Barbara Owen, Scott Watkins, Meredith Bonney, Kellie Morris, Pam Remieres-Morin.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS
Chair Elizabeth Oken
Committee Members Ethel Bowden, Peter Miller, Donald Varney, Keely Heidtman, Tina Daigle, Alyssa Fitzgerald, Donna Alexander, Betsy Libby.

STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE
Chair Matthew Walsh
Committee Members Brad Record, Austin Perreault, Stephen Bolduc, Barbara Barth, Jennifer Gamez, Robert Prescott, Heather Seymour, Lenore Charest, Roger Philippon.

Institutional Overview

INSTITUTIONAL OVERVIEW

Central Maine Community College (CMCC) is one of seven colleges in Maine's Community College System. Others are located in Bangor, Calais, Fairfield, Presque Isle, South Portland, and Wells. The Maine Community College System is governed by a board of trustees appointed by the Governor. Policies and decisions of the Board are implemented through the President of the System, who has an office in Augusta and serves as the System s chief executive officer. The President of the College serves as the chief executive officer and official spokesperson for the College.

CMCC traces its origin to 1963 when the 101st Maine Legislature submitted to public referendum the question of establishing a postsecondary vocational training program in Androscoggin County. The voters of Maine gave their consent for such an institution in November 1963, and in September 1964, Androscoggin State Vocational Institute opened in the facilities of a former automobile dealership in Lewiston. In 1965, the State Board of Education renamed the institution Central Maine Vocational Technical Institute (CMVTI) and in January 1966, CMVTI was moved to the present campus on Turner Street in Auburn. The Legislature changed the name Central Maine Vocational Technical Institute to Central Maine Technical College (CMTC) in 1989 to reflect more accurately CMTC s role and status as a comprehensive institution of higher education. On July 1, 2003, CMTC became Central Maine Community College (CMCC), offering transferable degrees in the arts and sciences as well as career and technical programs.

During its first year, the institution enrolled 48 students in four programs (Auto Mechanics, Building Construction, Industrial Electricity, and Architectural Drafting) and was staffed by 13 persons, of whom seven were instructors. The first graduating class, consisting of six students, received diplomas in June 1965.

In December 1976, the New England Association of Schools and Colleges, Inc. granted CMCC initial accredited status. In 1978, the Maine State Board of Education authorized the College to confer associate in applied science degrees beginning in January 1979. In September of 1995, the Maine Technical College System authorized the College to grant associate in science degrees. In 1998, the associate in arts degree was authorized.

The College is located on a 135-acre campus overlooking Lake Auburn. The area served by CMCC extends beyond the cities of Lewiston and Auburn and includes rural areas located 60 miles or more to the north and west. In addition to the main campus in Auburn, (Androscoggin County) CMCC also serves Franklin, Lincoln, and Oxford Counties. In Oxford County, the College offers courses at Oxford Hills Comprehensive High School in South Paris and other locations such as Fryeburg Academy. On-site courses are offered in rural Franklin County at the Mount Blue Learning Center in Farmington. In partnership with LincolnHealth, the College delivers the Nursing program in Lincoln County.

Central Maine Community College s physical facilities have been expanded to keep pace with increased demand for programs and services. In 1967, an addition was completed to the original instructional facility and the first residence hall was constructed. CMCC opened its newest residence hall in 2007. In 1969, an extension of the North Wing was completed and the entire instructional complex was designated the Louis Jalbert Industrial Center, now Jalbert Hall. The portion of Jalbert Hall known as the South Wing was constructed in 1972 and expanded in 1979 and 1986. Jalbert Hall now encloses 175,750 square feet (over four acres) under a single roof. In 1975, two apartment style dormitory buildings and the present dining room/kitchen facilities were ready for use. A building to house the Culinary Arts program was completed in 1989.

In 1989, Maine voters authorized capital bonding for the construction of the 40,000 square foot Geneva A. Kirk Hall, which opened in 1993. This building houses Nursing, and Life Sciences and Allied Health programs science and nursing simulation laboratories gymnasium athletics office fitness center and the Planning and Public Affairs Office. In 1999, voters approved a bond to fund construction of a new academic wing that would connect to Jalbert Hall. The Lapoint Center opened in 2002 and houses classrooms and computer labs, faculty offices, student lounges, and the Center for Workforce and Professional Development.

A new nursing simulation lab was completed in 2008, the Jalbert Lecture Hall was completely renovated in 2009, and a major renovation of the 400/500 wing of Jalbert was completed in 2010. A new Criminal Justice/CSI Lab in Jalbert Hall was completed in early 2012. The ground level of Jalbert Hall was completely renovated in fall 2012 to include new classrooms and labs for the Graphic Communications program, a new and expanded college store, and a new central services center.

The newest building on campus is The Tower, which opened in August 2015. A four-story academic facility connected to Jalbert Hall, this building houses the Admissions office, case-study rooms, presentation and seminar rooms, an organic chemistry lab, student lounges, and a conference room.

In summer 2017, the library in Jalbert Hall was completed renovated and reconfigured into a state-of-the-art Learning Commons, which opened in the fall. The Learning Commons also houses the Math/Science and Writing Centers library and reference support a computer help station group and private study areas and an open computer lab.

The most recent project at the College was completed with the dedication of the Gene Haas Precision Machining Technology Center in fall 2017. The first phase involved an interior renovation of over 5,000 square feet, and the second phase was the construction of a 3,600 square foot addition to accommodate recent equipment acquisitions, and improvements to existing electrical power distribution, lighting systems, and the mechanical ventilation system. The College was successful in securing three grants totaling 2.85 million dollars to fund this project.

Today there are approximately 3,000 students enrolled in CMCC courses. In addition, many area residents participate each year in conferences, courses and programs offered through the Workforce and Professional Development Division of the College. The students are served by approximately 150

faculty and staff members. Every year approximately 500 students graduate with an associate s degree or certificate.

The increasingly diverse student body is 54 percent female, 46 percent male, and the average age of students is just under 27. The College houses approximately 250 students in residence halls and apartments on campus. In addition to growing numbers of Hispanic and African-American students, the College serves a large and growing number of students from the local Somali immigrant community.

In an effort to bridge the education gap for the New Mainer community, the College secured a grant in 2016 from the Wildflower Foundation that is funding scholarships and expanded outreach efforts with the local Somali community. Working in partnership with local agencies such as the New Mainers Health Initiative and Maine Immigrant and Refugee Services, the College is conducting various events and activities to help New Mainers acclimate to higher education opportunities.

Along with the other Maine Community College System campuses, CMCC joined the Achieving the Dream (ATD) Consortium in June 2017. The College has since established an ATD Core Team, which is leading the effort on campus, and a Data Review Team, which is coordinating data mining and analysis. The College held an all-staff World Caf on November 8, 2017 to solicit input from staff and faculty members on what they hoped to achieve through the ATD effort.

In another effort to improve student success and retention, the College in 2010 implemented Jenzabar E , the industry s most prevalent Microsoft S L Server ERP. This robust, full-featured student information system includes retention software with a predictive model. The College has also adopted a retention software program known as CM*OnTrack*, which enables instructors and advisors to track student progress, identify students at risk, and initiate appropriate interventions.

Since the 2008 CIHE comprehensive evaluation, CMCC has added a new degree program in Physical Fitness Specialist (2014) and in Life Sciences (2015). The College has also significantly increased its online offerings. Four programs are now offered 100 percent online Business Administration and Management General Studies Liberal Studies Human Services and Medical Coding and Electronic Health Records. With the hiring in 2017 of an instructional designer and the implementation of an online education taskforce, CMCC is now in a stronger position to expand online programming and services.

One of the concerns of the 2008 visiting team was the ability of the College to keep up with the large enrollment increases we had experienced since becoming a community college in 2003. However, as we explain further in the Self-Study, total credit enrollment peaked in 2013 and has slowly but steadily declined since then, thus making the College s efforts in retention and increasing online programming even more significant.

One course offered only as hybrid

Narrative

DATA FIRST FORMS
GENERAL INFORMATION

			Annual Audit	
	?		Certified	ualified
Financial Results for Year Ending	?	06/30/2016	Yes/No	Unqualified
Most Recent Year	?	2016		
1 Year Prior		2015		
2 Years Prior		2014		

Institution Name		Central Maine Community College
OPE ID	?	527600
Fiscal Year Ends on		June 30 (month/day)
Budget / Plans		
Current Year		2017
Next Year		2018
Contact Person	?	Ronald Bolstridge
Title		Director of Institutional Research
Telephone No		207-755-5384
E-mail address		rbolstridge cmcc.edu

Standard 1

Mission and Purposes

STANDARD 1: MISSION AND PURPOSES

DESCRIPTION
Central Maine Community College (CMCC) traces its origin to 1963 when the 101st Maine Legislature created the Androscoggin State Technical Institute. In 1965, the institution was renamed Central Maine Vocational Technical Institute and moved from its temporary location in downtown Lewiston to its present campus on Lake Auburn. To reflect more accurately the institution s role and status in higher education, the name was changed to Central Maine Technical College in 1989.

CMCC is one of seven colleges of the Maine Community College System (MCCS). In 1999, the College embarked on a process to move from the New England Association of Schools & Colleges (NEASC) Commission on Career and Technical Institutions to the Commission on Institutions of Higher Education. This was a natural outcome of expanding degree offerings to include the Associate in Science and Associate in Arts. In 2003, the Maine Legislature renamed the institution Central Maine Community College in recognition of its expanded mission and the College achieved initial accreditation from the Commission on Institutions of Higher Education. The mission, goals, structure, and governance of the MCCS is reflected in Title 20-A, Part 5, Chapter 431, of the State of Maine Revised Statutes.

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

Central Maine Community College Mission Statement
Central Maine Community College provides quality, accessible college education and lifelong learning opportunities by offering career and technical education; education for transfer to the baccalaureate level; and services to support economic development and community vitality.

To achieve this mission, Central Maine Community College offers

- Career and technical education that prepares students for employment and continued education
- Education that prepares students for transfer to the baccalaureate level
- Lifelong learning opportunities to area residents to improve workplace skills, enhance job and career prospects, and enrich their lives
- Services to support economic development and community vitality and
- The highest quality services while maintaining the broadest accessibility to our students and community.

The Mission Statement of CMCC complements the MCCS Mission Statement, accurately captures the essential nature of the College, and clearly communicates our mission and purpose. The Maine Community College System Board of Trustees approved the Mission Statement on June 5, 2000. Recognizing that the College must remain a dynamic institution in order to meet the changing needs of our service area, there remains little expectation that the College s mission or values will change significantly in the near future.

In addition to the website, the Mission Statement is in the Student Handbook, Faculty Handbook, and college catalog. We also post it in the Lapoint Building, Jalbert Hall, Kirk Hall, and the Culinary Arts Building.

APPRAISAL
The CMCC Mission Statement was utilized by the Horizon s Council to provide a foundation for revision of the Strategic Plan. The Horizons Council is the principle planning body of the College and is comprised of members of administration, faculty, professional and support staff. (The Horizons Council membership listing is included in the Workroom). During its Strategic Plan deliberations (in 2012 and 2016), Horizons determined that the current Mission Statement and objectives continue to reflect the true mission of the College and the MCCS. The Horizons Council made only minor changes each year to make the language clearer and more precise.

As the guiding force for the College, the Mission Statement provides the frame for all college activities and priorities. The College president begins all new budget deliberations with a review of the Mission Statement, and all academic program changes or additions must be in harmony with the mission before they can be submitted for approval.

The Council also decided in 2016 to add a Values Statement and a Vision Statement, both of which appear below and are included as part of the current Strategic Plan. Horizons determined that the College should adopt a brief, aspirational (and inspirational) statement about the College s true reason for being, and for what the College hopes to accomplish for many years to come.

Horizons also concluded in 2016 that it would be beneficial to have a statement that explicitly spells out the College s values. Writing down a set of commonly-held values can help an organization define its culture and beliefs and play an important role in determining how the organization confronts problems and issues. When members of an organization subscribe to a common set of values, that organization is more focused and united when tackling various issues such as new programming, budget challenges, and capital improvements.

Vision Statement
Central Maine Community College is committed to enduring excellence as a comprehensive community college; dedicated to student academic, career and personal success in preparation for the career opportunities of tomorrow; focused on continuous self-evaluation and improvement; and strengthening the open-door philosophy of educational opportunity.

Values Statement

1. **Quality**
   The College is committed to ensuring that ALL aspects of the College contribute to the achievement of our students aspirations and goals and that we continuously strive to reach and sustain excellence.

2. **Integrity**
   The College upholds the foundational principles of equity, respect, personal integrity, and honesty and responsibility in scholarship.

3. **Professionalism**
   College faculty and staff shall model the professional behavior we expect of our students they will exercise judgments that are fair, consistent, and equitable and maintain a focus on the best interest of the students and communities we serve.

4. **Student Centered – Student Success**
   The College values diversity and inclusiveness and promotes an environment that recognizes the unique backgrounds, perspectives and talents of our students and is committed to an academic program that meets students changing needs.

5. **Accessibility**
   The College is committed to keeping costs low and ensuring that all programs and services are readily available to all, including persons with disabilities. The College works to ensure an equal opportunity for all to attend and succeed in college in order to build a promising future and a vibrant workforce and economy.

6. **Value Change**
   We prepare our students for a rapidly changing economic landscape by building the academic, career and technical skills needed to ensure success in employment or future study.

7. **Campus Stewardship**
   The College is committed to sustainability and maintaining a safe, clean and modern campus that can maximize the learning experience of our students. The College is committed to providing the most up-to-date technology to enhance instruction for the future workplace.

The mission and purposes of CMCC guide the various educational outcomes of all academic programs. This is achieved through consistent reference to the Mission Statement by the various College constituent groups (Leadership, Cabinet, Horizons, Advisory Committees, Department Chairs, etc.). Each program s complete list of outcomes is printed in the catalog and on the website. The emphasis of these statements articulates, program by program, the importance of linking theory to practice, the impact and value of a college-level education, and the application of learning as a benefit in preparing for life as well as careers.

Consistent with its mission, CMCC offers academic programs in career paths, technical fields, and transfer opportunities to other academic institutions. The College also serves Maine s workforce by providing additional training opportunities and certifications through the Workforce and

Professional Development Center. As explained in Standard 2, the CMCC Mission Statement informs the Strategic Plan in helping to guide long-term planning, evaluation, and resource allocation.

Because the MCCS and CMCC mission statements speak to the importance of providing accessible education that is responsive to the many different and changing needs of those we serve, the College is committed to increasing the number of online learning opportunities. One of the goals in the Strategic Plan is to add at least two additional 100 percent online programs by spring 2019.

PROJECTION

- The Horizons Council will continue to review on a biennial basis the Mission Statement, Values Statement, and Vision Statement to determine that
    - These statements continue to capture the essential nature and purpose of the College
    - The College Mission Statement continues to align with that of the Maine Community College System
    - The Mission Statement is examined with the understanding that we anticipate a greater focus on workforce development
    - The administration consistently inform faculty, staff, and students about these statements and any changes made to them.

1.1

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	www.cmcc.edu/about/aboutcmcc/missionandvision	?	June 10, 1999

Mission Statement published		Website location		Print Publication
? Catalog	?	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf		Catalog
Website		http //www.cmcc.edu/About/ABOUTCMCC/MissionandVision		

Related statements		Website location		Print Publication
? Values Statement	?	http //www.cmcc.edu/About/ABOUTCMCC/MissionandVision		
Vision Statement		www.cmcc.edu/about/aboutcmcc/missionandvision		

Please enter any explanatory notes in the box below

The Values and Vision Statements are included as part of the Strategic Plan document.

Standard 2

Planning and Evaluation



STANDARD 2: PLANNING AND EVALUATION

The Central Maine Community College (CMCC) Strategic Plan integrates and reflects the overall goals and objectives of the Maine Community College Strategic Plan, which focuses on increasing enrollment, improving retention, becoming an education leader, and contributing to economic growth and continued enhancement of program quality, facilities, and equipment. The governance structure of CMCC allows an opportunity for the entire campus to participate in the planning and evaluation process. Planning and evaluation efforts reflect the College s mission to provide quality, accessible college education to support the vitality and economic development of the community.

The College considers input from internal and external resources when developing planning and evaluation strategies. The Horizons Council, comprised of faculty and members of administration and staff, serves as the primary internal planning and evaluation committee. Horizons invited input on the Strategic Plan from the entire college community, including the Student Senate. The College also reached out to members of our state legislative delegation to provide input on the Plan. Externally, the Central Maine Community College Education Foundation (CM Foundation) Board of Directors reviewed and made recommendations regarding the Strategic Plan.

The College describes planning strategies in the following documents Strategic Plan, Facilities Master Plan, and the Capital Plan (Workroom). These plans provide the framework that support current budgeting and encompass the goals and objectives of the College. Departments use the parameters outlined in the formal plans to guide their planning activities.

As described in greater detail later in this section, the College collects and analyzes quantitative and qualitative data in areas that help the College foster student success and plan for the future. After the 2008 NEASC accreditation team visit to our campus, the College undertook a concerted effort to streamline data collection and analysis activities. Since that time, those efforts have been consolidated and more data has been centralized. Research efforts are organized and coordinated by the director of institutional research in the Office of Planning and Public Affairs.

PLANNING

DESCRIPTION

CMCC develops realistic plans and objectives using information from multiple sources, including the MCCS Strategic Plan, College Strategic Plan (which includes the Environmental Scan and SWOT Analysis), Facilities Master Plan, Five-Year Capital Plan (Workroom) Program Reviews, and Program Advisory Committee input (see page 40). Horizons updated the Environmental Scan and SWOT analysis in December 2016.

An integral part of any strategic plan is an environmental scan, an analysis of the College s external environment. This is accomplished with research and survey data, publications, government reports, newspapers, and literature to identify the institution s emerging threats or opportunities. The Horizons Council completed an environmental scan in December 2016 that allows for better evaluation of issues facing the College, forecasting and goal-setting, implementation, and monitoring.

As indicated in Data Forms 4.5 and 5.2, the College has experienced declining enrollments over the past three years. As the environmental scan reveals, much of this decline is attributable to

demographic trends in Maine and to the state s low unemployment rate, which hit a 40-year low of 3.0 percent in March 2017. (The national unemployment rate in March 2017 was 4.5 percent). This information has served to inform planning efforts at the College, especially concerning enrollment and retention (described further in Standard 5).

To continue to fulfill the mission of CMCC, the College has identified seven strategic directions Student Success Academic Program Assessment and Improvement Technology and Facilities Financial Stewardship Staff and Faculty Development and Community and Workforce Development. These will enable the institution to meet the future educational and training needs of students and the community, and the professional development needs of faculty and staff. Decision-making will continue to be guided by a culture of research, ongoing assessment and continuous improvement in all major areas, with focus on student learning, program planning and review, enrollment management, industry standards, and institutional effectiveness. The College fully expects that our participation in the Achieving the Dream initiative will contribute significantly to these efforts.

Achieving the Dream is a comprehensive non-governmental reform movement for student success. Conceived as an initiative in 2004 by Lumina Foundation and seven founding partner organizations, Achieving the Dream now leads one of the most comprehensive non-governmental reform movements for student success in higher education history.

The Achieving the Dream Mission:
To lead and support a national network of community colleges to achieve sustainable institutional transformation through sharing knowledge, innovative solutions and effective practices and policies leading to improved outcomes for all students.

Evidence-based, student centered, and built on the values of equity and excellence, Achieving the Dream, Inc. embraces continuous improvement, fosters creativity and innovation, and operates with transparency and respect.

APPRAISAL
The Horizons Council review of the College s two previous strategic plans revealed a very high success rate in achieving the goals and objectives included in those plans. A review of the 2008-2013 Strategic Plan conducted in fall 2012 found that of the 46 goals listed, 31 had been completed or were well underway and ten were ongoing (the remaining goals were not pursued due to changing priorities, funding issues, etc.). The 2012-2017 Strategic Plan, reviewed by Horizons in fall 2016, found that 15 goals had been completed and nine were ongoing. Some of the goals determined to be ongoing (Ex. increasing degree completion rates, adding new online programs, improving utilization of graduate and employer survey data) were integrated into the current plan. These two previous strategic plans, including progress and or completion indicators, are included in the Workroom.

Listed below are examples of the College s successful planning implementation under each Strategic Direction

1. **Student Recruitment**
    - Admissions staff visit high schools and career/technical centers in Maine and New England. They also visit some schools in New York and New Jersey. Many faculty members also recruit in secondary schools in this region.
    - Admissions staff host tours of the College with prospective students of all ages.
    - Orientation is now mandatory for all new students.

2. **Retention**
    - The College now offers first-year seminars that are related to specific academic programs.
    - Increased utilization of an early alert system in Jenzabar.
    - Assist students with career exploration using *Career Coach*, a tool that provides information on the regional labor market, helps students find employment, and has a career assessment tool that offers career suggestions based on student interests.

3. **Academic Programs**
    - Offer new degree programs such as Business Administration and Management Transfer, Education, Forensic Science, Life Science, and Physical Fitness Specialist.
    - Offer new advanced certificate programs to include Education, Fundamentals of Surveying, and Police Operations.

4. **Assessment and Improvement**
    - Conduct initial graduate survey at graduation with a six month follow up.
    - Expand Assessment Conferences (see page 39) to include review of all college departments and services (not just academic areas).

5. **Technology & Facilities**
    - Expand and renovate the PMT Lab add a new organic chemistry lab add an Early Childhood Education Center.
    - Standardize classroom technology throughout the campus.
    - Construct a new building to house the Admissions Office, business and communications classes, and an Organic Chemistry lab.

6. **Financial Stewardship**
    - Develop budgeting strategies that will allow for contingencies in the event of major fluctuations in enrollment, state appropriations, and/or grants.
    - All equipment planned for purchase in the capital budgets was acquired.
    - All major facility renovations in the Facilities Master Plan have been completed or are still planned for completion.

EVALUATION

DESCRIPTION

The College thoroughly evaluates the achievements of its mission and purposes ensuring that the institution is realizing its educational and institutional objectives. Data collection is routine and is gathered from all areas including financial, academic, student, and administrative. Now that the College has joined Achieving the Dream, faculty and staff will be focusing even more attention on evidence-based, student centered, continuous improvement efforts that are emphasized by this national initiative. In order to effectively evaluate all efforts, both quantitative and qualitative methods are used. CMCC utilizes a balanced approach to evaluation including Program Advisory Committee input, student survey results, and Assessment Conference recommendations.

Program Advisory Committees help to ensure the quality, integrity and effectiveness of our academic programs. These boards consist of department chairs, industry leaders, and employers of graduates. These different perspectives ensure an ongoing evaluation of each academic program and provide industry-specific expertise and review.

To provide a balanced perspective on the quality of academic programs, CMCC administers end-of-course evaluations every semester for all classes offered. The evaluations provide insight on what the College and individual instructors can do to improve academic courses. As indicated in the E-Series forms, program-learning outcomes in all academic programs have been revised in recent years, largely as a result of curriculum mapping. Some programs have undergone major curriculum revisions, such as Automotive Technology, Building Construction Technology, Graphic Communications, Architectural and Civil Engineering Technology, Precision Machining Technology and Physical Fitness Specialist. Some departments, such as Math, Humanities, Life Sciences, Nursing, and Human Services, have developed assessments for use in all sections of certain courses to ensure that students are meeting program-learning outcomes consistently across the department. Examples include assessments in Nursing Across the Life Span II (NUR 213) and in Human Services Practicum II (HUS 251), both required courses taken during the final semester that touch upon all learning outcomes for their respective programs.

Incorporating the National Association for the Education of Young Children (NAEYC) Classroom Assessment Scoring System (CLASS) standards into the Early Childhood Education (ECE) program was also the result of improvements made after Program Review. In accordance with a recommendation of the ECE Program Advisory Committee, the open elective in the ECE curriculum was replaced with a course that will provide students with guidance and discipline techniques.

Since 2009, CMCC has administered the Noel Levitz Student Satisfaction Inventory four times (2010, 2012, 2014, and 2017). The College has administered the Community College Survey of Student Engagement (CCSSE) four times (2009, 2011, 2013, and 2016). Analyses of these survey results are discussed later in this section and in Standards 5 and 8.

Assessment Conferences

In an effort to formalize the assessment of institutional research data that CMCC collects, the College initiated the Assessment Conference. An Assessment Conference is charged with analyzing the data/results and developing a concise, written report that describes and summarizes the essential findings, proposes specific recommendations based upon its appraisal, and makes

projections on how the recommendations will affect institutional effectiveness, the Strategic Plan and budgetary planning.

Each conference usually comprises the following appropriate dean and department chair a faculty member a staff or faculty member who is not part of the department, program, or office under review the dean of planning and public affairs and the director of institutional research.

The director of institutional research serves as the convener and secretary for each conference. Upon receipt of studies, survey results or data from other measurement tools, (CCSSE, NCCBP, Noel Levitz, etc.) the director will convene a conference of pertinent faculty, staff and students.

Utilizing the Assessment Conference Report Form, the conference committee shall identify and classify recommendations and/or action steps as follows

1. Steps that can be implemented in the short term without great expense or reorganization.
2. Steps that require more funding than is available in the current fiscal year but should be funded/pursued in the next fiscal year.
3. Steps that are of such significance and expense that they should be included in the strategic planning/budgeting process.
4. Items for which more information, data or study is required.
5. Deficiencies or areas of concern found to be not worth addressing at the current time.

When appropriate, the report references any potential impact to the Strategic Plan and makes recommendations to guide the annual budget allocations and/or capital needs. The completed report is submitted to the Executive Cabinet and when appropriate, the Horizons Council.

The conference report includes a brief description or executive summary of the survey, study or Program Review being analyzed. While the major focus of the report should be on those areas where CMCC appears to be deficient or underperforming, attention should also be called to those findings which highlight areas of strength or where the College is performing above the norms.



APPRAISAL

CMCC has positioned itself to succeed in assessment efforts across all college units, with a strong emphasis on academic programs and student success. In 2012, the College promoted the registrar, who had more than 20 years of related experience, to the new position of director of institutional research. This director works closely with the dean of planning and public affairs to facilitate

ongoing data collection, analysis, and Assessment Conference review. The IR director is an integral member of the Achieving the Dream work group and data review team on campus.

The College seeks to enrich the institution with its ongoing evaluation process. This process supports the quality and effectiveness of academic programs, as evidenced by Program Advisory Committee participation, satisfaction surveys and the Assessment Conferences. A formal governance process guides academic programming and provides a checkpoint ensuring that the College is realizing its educational and institutional objectives.

Institutional research is ongoing the College regularly collects data via the surveys and methods listed below. Examples of how the results have been analyzed and how they have been used to inform decision-making and resource allocation are described in the sections of the self-study indicated.

1. Student satisfaction surveys (Standards 2,5, 6, 8)
2. CCSSE (biannually)
3. Noel Levitz (biannually)
4. Student orientation surveys (every semester) (Standard 5)
5. Course evaluations (every semester) (Standard 6)
6. IPEDS (annually) (Standards 5,6,7,8)
7. Graduate surveys (annually) (Standards 2, 8)
8. Enrollment trends and demographic data (each semester) (Standard 5)
9. Program Review data (all programs are reviewed every five years) (Standard 4)
10. Institutional Fact Book data enrollment, financial aid, budget, etc. (annually)
11. Lab and classroom usage (as needed)
12. Student loan cohort default rates (annually)

Always mindful of FERPA requirements and Maine Community College System (MCCS) Policy 502, Uniform FERPA Notice and Policy, the College is careful to securely store and share data. The Institutional Research Offices throughout the MCCS are in frequent contact with each other and emphasize secure data transfer.

Program Advisory Committees

In accordance with MCCS Policy 304, the College has established Program Advisory Committees for each technical and non-technical program. In addition to providing an invaluable external perspective on the local economy and the needs of the region, the Advisory Committees also provide input on curriculum, equipment and facilities needs, and long-range planning. For instance, the Precision Machining Technology Advisory Committee helped identify the need for an expansion and renovation of that program s classrooms and lab. To support identified industry trends, CMCC received three grants totaling 2.85 million that funded the renovation and expansion of these facilities, completed in September 2017. The College projects that this new facility, now named the Gene Haas Precision Machining Technology Center, will increase program enrollment by 20 percent. This will help to fill some 900 high-skill, high-wage, precision-machining vacancies that are anticipated in Maine over the next five years (according to the Maine Department of Labor).

Surveys

The College has continued to administer the Noel Levitz and the Community College Survey of

Student Engagement (CCSSE) on alternate years. Graduate surveys and scheduled Program Reviews are also completed on an annual basis. Employer surveys are a new part of the survey process and began in fall 2017. Results from these surveys are discussed in Standards 4 and 8.

As required by MCCS Policy 306 (To Apprise Annually the Board of Trustees on the Colleges Academic Program Reviews) Program Reviews are completed approximately every five years, and data is collected on students who have graduated, transferred, are still matriculated in the same program, matriculated in a different program, or who are not attending during the present term. As part of a Program Review, the College analyzes graduate data provided by the Maine Department of Labor. Examples of completed Program Reviews are online and in the Workroom.

Since 2008, the College (in tandem with the entire Maine Community College System) has adopted a new student information system (Jenzabar E). Implementation of this system, along with intensive training, has vastly improved the College s ability to use data strategically, and to establish protocols for both ongoing and periodic review of key performance indicators. The initial cost of this new system for CMCC was approximately 400,000, and it continues to provide training, maintenance and upgrades at an annual cost of approximately 100,000.

The results of evaluating activities have influenced planning, program/services changes, and resource allocation, as evidenced in the following examples

- The College established the Learning and Advising Center (LAC) in 2010. The mission of the LAC is to work individually with students to help them plan their academic schedules and monitor their progress toward degree completion. The College also established the Writing Center to enable students to receive individualized tutoring and assistance with reviewing papers and assignments. Funding was secured to establish a Math/Science Center to provide specialized assistance to students taking math courses. These centers are now located in the College s new Learning Commons.

- The College started the *Student Success Initiative* in 2013. This provides at-risk students with additional academic preparatory coursework resources, free of charge, prior to their first semester.

- The College began a new student orientation program in 2011 to mirror the content and goals of other successful first-year experience programs. Over the past six years, we have evaluated the content of this orientation, and considered student satisfaction surveys and ideas from student services professionals. For example, results from the fall 2016 survey suggested that numerous attendees found the orientation program did not include enough information on financial aid. This concern was addressed in subsequent sessions.

- The First-Year Seminar Course (LER 100) undergoes continuous comprehensive review for improvement. These reviews include
    - Explore making LER 100 a more program-specific course and to tailor it toward specific program outcomes.
    - Explore whether to make LER 100 a three-credit humanities course to enable it to count toward program requirements.

In 2010, the College increased staffing in the Financial Aid Office and hired a new director and two new associate directors, the three of whom had combined financial aid administrative experience of over 60 years.

One lower satisfaction trend identified in the 2014 Noel Levitz survey (vs. May 2012) was Financial aid awards are announced in time to be helpful in college planning. The Financial Aid Office has addressed this through the following efforts

- The office begins downloading new-year FAFSAs into the PowerFAIDS information system as soon as system upgrades can be completed. This is typically one month after students can submit FAFSAs. With the advent of the October FAFSA submission timeline for 2017-2018, the Financial Aid Office began downloading new-year FAFSAs the first week of November and sent out award letters beginning the second week of November.

- The office downloads FAFSAs on a daily basis and processes applications the day of receipt. If the student is admitted or already matriculated on the day their FAFSA is received, the office will send some type of correspondence out to the student that same day.

- The office uses email on a more regular basis as a means of communicating with students and began using text messaging with fall 2017 admits.

Noel Levitz results for uestion 13 (the campus is safe and secure for all students) is identified as a Strength, and that satisfaction has risen from 5.96 in 2010, to 6.13 in 2014, and to 6.38 in 2017. The College took several steps in the past five years to improve safety and security, and now delivers the following

- Criminal Justice students who provide a uniformed security presence throughout the campus.
- Escorts to and from the parking lots for students, staff, and faculty.
- A security office and on-campus substation for the Auburn Police Department and Maine State Police.
- Mandatory student orientations that include a thirty-minute safety/security session and required viewing of videos on active shooter preparedness and on sex and consent.
- Classrooms that can be locked from the inside in the event of an active shooter incident or other occasions where a lockdown is necessary.
- Security cameras in hallways, common areas and outdoor locations.
- Better lighting in parking areas.
- Automatic messaging to campus emergency team members whenever a 911 call is made from campus.
- All windows affixed with an external label to assist first responders in identifying the location of a room.
- Negotiations with the Auburn Water District to provide the campus with a second means of egress that can be used in the event of an emergency evacuation.

In addition, the College is guided by MCCS Policy 504 Special Conditions of Admission, Enrollment and Participation. This policy states in part that the College has the authority to exclude or limit an

individual s admission, enrollment or participation to the extent that an individual s special circumstance diminishes the individual s . . . reliability not to present a greater likelihood of risk of harm to self, others or property.

Recent Assessment Conferences and the Self-Study process revealed the following areas that require improvement

- The College needs to obtain better data on students whose licensure and/or certification requires testing through off-campus agencies. As noted on Data Form 8.3, the only such data the College has collected is from the Nursing NCLE -RN exams the Medical Assistant RMA certification and the ServSafe Certification for Culinary.
- Find an improved way to handle digital filing and categorization of data.
- Continue to work with MCCS s Institutional Research office for standardization of data collection and storage.
- Seek more reliable and specific data on transfer success.
- Seek more data from employers about our graduates. A new survey was launched in fall 2017 to address this concern.

The implementation of the Assessment Conference process has improved the College s ability to integrate gathered facts and data into decision-making results. While Assessment Conferences further support evaluation methods and help identify issues and remedies, the process itself continues to need improvement in terms of becoming even more systematic and ensuring timely and effective follow up.

PROJECTION

- The Office of Planning and Public Affairs will develop by fall 2018 a detailed plan and process for the Strategic Plan s implementation and assessment that identifies deadlines and areas of responsibility.

- The Office of Planning and Public Affairs will develop by spring 2019 a more systematic method of ensuring proper follow up of Assessment Conference recommendations, and establish a process to prioritize institutional research efforts.

- The IR director will report by spring 2019 on how to obtain better data on students whose licensure or certification requires testing through off-campus agencies. This is in reference to students in certain programs (ex. Electromechanical Technology, Human Services) for whom we do not currently have such data.

- Over the next two years, the IT Department will continue to expand the use of SharePoint to improve the management of digital filing and categorization of data.

- The director of institutional research will continue to work with MCCS s Institutional Research office for standardization of data collection and storage. (MCCS improvements in IR through a data warehouse should reduce college-level IR responsibilities and provide more benchmarking data).

- The IR director will work with the director of placement and transfer services to develop a procedure to secure more reliable and specific data on transfer success.

- The dean of planning and public affairs will convene an assessment conference during the spring 2018 semester to analyze data from the 2017 employer survey.

- The Office of Planning and Public Affairs will coordinate on an ongoing basis with the ATD Data Review Team to ensure ongoing integration of data research and planning for the additional workload that will result from our participation in this effort.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan		2012-2018	In Workroom
Current Strategic Plan		2017-2021	http //www.cmcc.edu/Portals/0/Docs/About/Strategic_20Plan_20Final_20April_2028_202017.pdf
Next Strategic Plan			N/A

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Campus Master Facilities Plan	2015	2015-	http://www.cmcc.edu/Portals/0/Docs/About/Facilities%20Master%20Plan%202015%20Final.pdf
Academic plan			
Capital Plan	2014	2014-2019	In Workroom - Facilities Master Plan (Standard 2)
Technology plan			
Enrollment plan			
Development plan			

Plans for major units (e.g., departments, library)*

N/A			

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated	http //mymccs.me.edu/ICS/icsfs/306.1.pdf_target_28a6e391-1cda-4dcb-8533-139c88dcde1f
Program review schedule (e.g., every 5 years)	https //mymccs.me.edu/ICS/icsfs/Program_Review_Schedule__AY17-18_4.3.17.pdf_target_4872bea9-b0c6-4386-829a-1d1447fb54fd

Sample program review reports (name of unit or program)

Life Sciences	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx
Physical Fitness Specialist	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx

System to review other functions and units

Program review schedule (approximately every five years per the MCCS schedule) https://mymccs.me.edu/ICS/icsfs/Program_Review_Schedule__AY17-18_4.3.17.pdf?target=4872bea9-b0c6-4386-829a-1d1447fb54fd

Sample program review reports (name of unit or program)

Building Construction Technology	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx
General Studies	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx
Culinary Arts	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx

Other significant institutional studies (Name and web location)*

CCSSE (Community College Survey of Student Engagement	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx
Noel-Levitz SSI (Student Satisfaction Inventory)	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs.aspx

Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

All CCSSE and Noel Levitz Survey results, including those from previous administrations, are included in the Workroom (Standard 8).

Standard 3

Organization and Governance



STANDARD THREE: ORGANIZATION AND GOVERNANCE

Central Maine Community College has in place systems of organization and governance that facilitate the successful accomplishment of its missions and goals. The organization and governance systems fall into two major divisions, external and internal. External organizations and governance systems derive power and authority from outside the College, and include elements such as the State of Maine, the Maine Community College System, and accrediting agencies. Internal organizations and governance systems derive power and authority from inside the College and include Program Advisory Committees, the Faculty Senate, the Student Senate, the business management structure of Central Maine Community College and a variety of ad hoc and special project organizations. The organizational chart identifies communication flow in an effort to support an effective and efficient system of governance.

- External Governance Maine Community College System (MCCS) Board of Trustees
- Public information regarding the Board of Trustees is found in the MCCS Intranet site
  - MCCS Mission, Primary Powers and Duties (Policy 104)
  - Board of Trustees (Policy 105)
  - Designation of campuses, centers, and sites of MCCS (Policy 109)

MCCS Policy 104 defines the mission of MCCS and identifies the primary powers and duties included under its governing authorities to accomplish MCCS mission and responsibilities. MCCS Policy 105 provides information on membership, duties, appointments, meeting attendance, and conflicts of interest that guide the Board in its actions.

GOVERNING BOARD

DESCRIPTION

The Maine Community College System s Board of Trustees is the policy-making authority for the System. Under Maine statute, the Board consists of 12 appointed voting members, one ex-officio voting member and one ex-officio non-voting. They represent areas of employment as follows business, education, law, and health care. The ex-officio members are from the Maine Department of Education and Maine Department of Labor. From among the appointed members, the Board of Trustees elects a chair and vice chair to serve annual terms of office the chair appoints all committee members. The president of the MCCS System serves as secretary of the Board of Trustees.

Members of the Board of Trustees are appointed by the Governor to four-year terms of office, with the exception of the student member who is appointed to a two-year term. 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 ex-officio members.

Throughout this process, consideration is given to a member s field of expertise, statewide geographical representation and gender equity. The process is designed to assure that public interest is represented in the membership of the Board of Trustees.

MCCS Policy 106 System President Powers and Duties, and MCCS Policy 108 Presidents of the Colleges address the powers and duties of the president of the MCCS and the college presidents, respectively. The charge implement the Policies of the Board of Trustees to the System

president and the college presidents clearly indicates that each is responsible to assure that all policies and procedures at all sublevels within the System comply with Board Policies. In addition, as new policies are developed by the college presidents with advice from subordinate groups such as the Academic Affairs Council, deans of students, directors of finance, etc., the Board has final review and approval authority prior to implementation of any policy. On an individual basis, each college president is responsible for approving local policies and assuring compliance with Board policies and/or directives.

This Board assesses its effectiveness through a number of processes. First, the organizational structure facilitates a review of committee recommendations by the full Board. This gives the opportunity for questions and clarifications by member colleagues. This structure includes the Executive Committee, the Finance and Facilities Committee, the Educational Policy Committee and a Strategic Planning Committee. The Board periodically holds a retreat to reflect on the past year and to look to the future. Included in this retreat is an open forum with the college presidents to discuss issues of concern and interest.

The financial concerns surround the legislative appropriated budget allocation compared to the request for funding the MCCS, the University of Maine System, Maine Maritime Academy, and the various departments of state government. Interests include the annual external financial audit results, other composite system results, and the results for each individual college. Historically, the MCCS Board of Trustees has established and periodically renewed a five-year strategic plan. The current MCCS Strategic Plan (2015-2020) provides a description of the process for its development. Progress is reported annually for each goal, objective, and measure identified in the plan. The colleges and system office provide performance data on each measure in an annual plan report. This information is reviewed for the entire System by the presidents and senior managers of the system. The Strategic Planning Committee of the Board then reviews it with the presidents. This committee reviews the progress report and any recommendations offered by the presidents for modifications to the plan or other plan-related issues. The MCCS Strategic Plan is the principal method by which the BOT sets policy and monitors progress throughout the system.

The Committee may and has asked for additional information on the report and recommendations before it decides which recommendations it will carry forward to the full Board. The full Board reviews the entire progress report and discusses any recommendations made by the Committee. The plan is a document which benefits from modification so that it may continue to reflect the changing experience and needs of the institution during the plan period. Any changes made to the plan, however, require a formal vote of the full Board.

An additional effectiveness measure is the Program Review process, outlined in the MCCS Academic Affairs Procedures Manual, Section 306.1.

The Board of Trustees and the college presidents must approve all MCCS policies. The Board of Trustees appoints the president of the System who serves at the pleasure of the Board of Trustees. The president of the System implements the policies of the Board of Trustees, reports directly to the Board through the Board Chair, and is responsible for the operation of the System. The president of the System typically meets monthly with the President s Council, composed of all seven college presidents and system staff, to discuss policies and goals. The college presidents report to the Board through the System president.

Policy originating with the Board of Trustees is forwarded to the MCCS President s Council for review, as appropriate. If System-wide policy originates at the college level, the College president submits it to the president of the System for review and approval. The president of the System reviews, and if approved, submits it to the President s Council for review and approval. The MCCS President s Council or its designated subcommittee reviews, and if approved, presents it to the Board of Trustees for review and adoption. A recent example of this process is the adoption of the campus-wide Tobacco-Free Policy. The MCCS established a system-wide policy to eliminate tobacco use on Maine s seven community college campuses. CMCC implemented the tobacco-free policy, reflecting the provisions of the system policy in order to meet the unique needs of the campus.

The College s efforts to prevent tobacco use on campus and to promote healthier lifestyles have been recognized by the Maine Tobacco-Free College Network and Healthy Androscoggin, both of whom have awarded CMCC with their gold-level award, the highest honor they bestow.

Colleges may adopt campus-specific policies that are not in conflict with the Board of Trustees policies or MCCS operational guidelines. Policy changes are made through the mechanism established in the CMCC Charter of Governance. For example, the Student Affairs Committee last year identified a need for extended hours of operation in the dining commons after reviewing the following student survey comments athletic team schedules and One Card system data on usage and trends in the dining commons. A proposal was drafted and approved through CMCC s governance process and funding was included in the budget for new hours of operation to improve the student dining experience.

An MCCS Academic Affairs Council, made up of the academic deans from each college, serves to review, assess and recommend policies and actions that ensure the academic integrity of MCCS colleges. To accomplish this purpose, the Academic Affairs Council provides leadership in promoting and maintaining quality academic standards facilitates communication among the college faculties with regard to instructional issues cultivates excellence in the teaching/learning process promotes opportunities for the professional development of faculty monitors an accurate inventory of MCCS catalog programs reviews and recommends action on proposals for new catalog programs reviews and recommends action on proposals for program discontinuance or suspension and receives and acts on academic issues and other matters referred by the MCCS Presidents Council.

The chief financial officers from each college meet on a regular basis to ensure that the fiscal management and control systems are in compliance with appropriate regulatory bodies and with those of the MCCS accounting procedures and practices. They provide oversight of the System audit activity and ensure that all locations report in a common fashion.

Additionally, the deans of students, continuing education, public affairs, and human resources representatives meet multiple times every year. Various ad hoc committees are established and are frequently comprised of representatives from the Board of Trustees, the MCCS office, and associated constituencies of employees. Collective Bargaining Agreements (CBAs) also serve as important channels of communication, as representation typically includes MCCS staff representing the Board of Trustees and representatives of the employees served by the agreement. Through participation in the various committees and representation on bargaining units, faculty members,

as well as other employees, have a substantive voice in matters concerning educational programs, faculty personnel, and other aspects of institutional policy. Communication among appropriate constituencies also occurs through the publication and distribution of minutes of various meetings including board meetings, committee meetings, and Program Advisory Committee meetings.

Typically, the regular meetings of the Board of Trustees are held either at the System office or at the college campuses on a rotating basis. All meetings are publicized in multiple media formats prior to the scheduled date. At the beginning of each Board of Trustees meeting, there is an opportunity for employees and/or citizens to address the Board. Additionally, the Board sets aside time for citizen input prior to the business agenda at each meeting, and trustee members sometimes appear before legislative committees.

The Board of Trustees meeting schedule and related announcements are found on the MCCS website. The announcements and agendas are always sent to the president of each college. Relative to the finance and academic areas, the board committees meet with respective representatives in committee meetings on the same day the Board of Trustees meet. The MCCS Board of Trustees meeting agendas and minutes are also available on the MCCS website.

In accordance with MCCS Policy 106, the MCCS president is responsible for leadership in developing policies, goals and objectives with respect to the operation of the colleges appointment and oversight of MCCS system office staff nomination of college presidents evaluation of MCCS office staff and college presidents making personnel recommendations to the Board of Trustees allocation of special revenues budget preparation provision and maintenance of an accounting system and procedures which reflect and identify all appropriations, allocations, income and revenue and all expenditures of each college and the MCCS office in cooperation with the Presidents Council, long-range planning and research promotion of intercollegiate cooperation and coordination promotion of interagency cooperation and communication coordination with the public sector coordination with the private sector and legislative liaison. Evaluation of the MCCS s president is conducted by the Board of Trustees in accordance with Policy 107 of the MCCS Policy and Procedure Manual.

Examples of recent system-wide decisions that have affected CMCC include the decision to consolidate the individual campus bookstores under one contract with a vendor to more efficiently meet the needs of the students through more competitive pricing, textbook rentals, and greater choices. Another example of effective system governance is changing the individual business, community services, and continuing education departments on each campus to a more unified Workforce and Professional Development presence on every campus that can better address the changing needs of Maine businesses and employees.

INTERNAL GOVERNANCE: CMCC

DESCRIPTION

Each of the seven colleges in the System has a president who has been nominated by the System president and appointed by the Board of Trustees. The College president implements the policies of the Board of Trustees and is responsible for the day-to-day operation of the College.

Powers and duties of the College president are established by statute and include administration of the College ensuring educational quality at the College including maintenance of the College and

program accreditation standards appointment of college staff staff oversight preparation and administration of the budget appointment of Advisory Committees to advise on the development operation of the educational programs at the College and other duties as delegated by the Board. Evaluation of the MCCS presidents, including CMCC s, is conducted in accordance with the MCCS Policy 108.

CMCC has a clear mechanism supporting the institution s management function. The following procedures, quoted from CMCC s Charter of Governance, describe the interaction of the committees in the College governance process

1. Committees, acting on their own initiative or at the request of the College president, the Faculty Senate, the Student Senate, or a College executive officer, will formulate a recommendation and transmit that recommendation in the form of a memorandum to the College president, president of the Faculty Senate and, when student issues are involved, to the president of the Student Senate. The memorandum will indicate whether the recommendation was formulated by consensus or through other means. Whenever a decision is arrived at through consensus, each other level in the decision-making process will generally presume that the recommendation is appropriate. In making requests for committee consideration of an issue, individuals and entities may suggest a reasonable time line for decision-making.

2. The Faculty Senate and, when student issues are involved, the Student Senate, may proceed as follows (1) accept the recommendation and forward it to the College president, (2) make suggestions for changes and return the recommendation to the committee, or (3) take no action on the recommendation within thirty days of receipt in which case the committee recommendation will proceed to the next level.

3. The College president will, with the advice of the Leadership Council (the principal advisory group to the president, the council is charged with reviewing and acting on all proposed course and program changes), consider all recommendations as a matter of public record. Requests for further consideration will be directed to the originating committee and will set forth in detail the rationale for the request.

4. Administrators are encouraged to consult with committees when issues arise during the implementation of decisions. Committees are encouraged to monitor the implementation of decisions.

5. When exceptional speed is required in the decision-making process (usually because of an externally imposed deadline) or during periods when committees are not usually in session, the Leadership Council may use a fast track process in lieu of the above. The fast track process entails the Leadership Council proposing a decision and informing the appropriate committee, the Faculty Senate and other constituency groups, as appropriate, of that proposed decision. The committee, the Faculty Senate, other constituency groups, or if formal meetings do not take place, individual members of the above, may then comment on the proposal. If the committee does not choose to act during the period specified in the proposal, the Leadership Council will proceed to implement the decision.

6. Administrators are encouraged to consult with committees on an informal basis. Committees may provide advice without using the formal process specified above.

The MCCS employs positions included in CMCC s management (senior executive) group as confidential employees. These senior executives report directly to the president of the College or to the president of the Maine Community College System. Positions that fall into this category include president, dean of academic affairs, dean of finance and general services, dean of planning and public affairs, dean of student services, dean of human resources and chief of staff to the president and the dean of information technology.

Supporting the management function are numerous committees. The College president appoints each College committee. In the case of full-time faculty members, those appointments are made upon the recommendation of the president of the Faculty Senate. Representation is also included from the confidential officers, administration, classified staff and student body.

The various College committees and their responsibilities are

- **Academic Programs** development, alteration and elimination of academic programs and courses, credit transfer, degree requirements, student appeals on academic issues
- **Academic Standards** academic regulations and practices, admissions requirements, student preparation, developmental studies, college calendar, schedule of classes
- **Facilities and Safety** buildings and grounds, occupational and student health and safety
- **Instructional Resources and Technology** Learning Commons/Library, computer resources, professional development, teaching enhancement
- **Student Affairs** enrollment management, retention, discipline policies, housing, athletics, student organizations, student appeals on non-academic issues

The Academic Standards Committee and the Academic Programs Committee have been established to review instructional change and make appropriate recommendations. Additional committees reviewing the instructional aspects of CMCC s academic activity may include the Instructional Resources and Technology Committee, Facilities and Safety Committee and ad hoc committees formed by institutional constituencies.

The Academic Affairs Office manages assessment, program development, curriculum design, academic performance, course scheduling, faculty hiring and evaluation, Learning Commons services, disability services, academic budgets, the student probation/suspension process, grade appeals and student complaints related to academics. The dean of academic affairs is a senior executive member of the Cabinet and reports directly to the president.

Governance and oversight of online programming is conducted through the same processes as those for on-campus courses. In addition, the Distance Education Taskforce, a group comprised of faculty and administrators, makes policy and procedure recommendations to support online programming.

In reference to off-campus course offerings, the department chair(s) consults with the associate dean of academic affairs to determine which courses the College will deliver off campus in a given

semester. The admissions representatives assigned to the CMCC off-campus locations visit them regularly throughout the semester.

As Chief Academic Officer, the dean of academic affairs works cooperatively with institutional committees, the Faculty Senate and its committees, institutional and Program Advisory Committees, department chairs, faculty, and students to manage the academic matters of CMCC. This dean works with a variety of College constituencies in the development of new programs, evaluation of existing programs and implementing pedagogical change in the academic environment. The dean also represents the College to the Maine Community College System, the academic community in the region and the broader education community. The dean of academic affairs is responsible for overseeing the assessment of student learning outcomes for all academic programs (see Standard 4 The Academic Program for further details.) Academic Affairs follows the MCCS policies and procedures relative to academic programs that are published on the MCCS intranet site.

The CMCC Charter of Governance, (Workroom), adopted October 3, 1997, created the Leadership Council. Membership includes the principal executive officers of the College who report directly to the president president and vice president of the Faculty Senate president and vice president of the Student Senate one representative of the administrators unit chosen by the caucus of that constituency and one representative of the support staff chosen by a caucus of that constituency. The Leadership Council schedules regular meetings and the president, who serves as chair, prepares the agenda based on information forwarded through the governance process. As the principal advisory group to the president, the Leadership Council decides which matters do not warrant processing beyond the governance structure.

The CMCC Charter of Governance also created the Horizons Council, (chief planning group for the College) composed of members of the College constituencies who are appointed by the president. For matters pertaining to the NEASC accreditation process, two members of the faculty are chairing the Council. The Horizons Council is responsible for developing and monitoring the implementation of the Strategic Plan and the College budget and the Capital Equipment Plan. In addition, the Council is responsible for coordinating institutional accreditation matters.

To ensure that faculty have a substantive voice in matters of educational programs, staffing, and other aspects of institutional policy, the Charter of Governance recognizes the Faculty Senate. The Senate is responsible to provide CMCC faculty with a mechanism for offering policy guidance on all matters related to the academic mission of the College. To accomplish this goal, the Senate has established itself as a democratically functioning constituency within the College. It has a constitution, bylaws, elected officers, a committee structure, and a seat on the Leadership Council. The Faculty Senate is composed of a representative sample of instructors from each of three divisions as identified by the College president trade, technical and business allied health and general education. It functions as a legislative body and identifies in the preamble of its Constitution its authority to initiate, develop, review and recommend academic policy to the president.

The Charter of Governance also established the Student Senate, a democratically functioning body representing the student body. The Student Senate operates under its own constitution and bylaws, which are included on page 19 in the Student Handbook. The senate has elected officers and is allocated a seat on a number of College organizations and governance structures. The Student

Senate is the governing body of all student activities and is the official student voice on campus. It is recognized in the Charter of Governance as the representative student constituency group.

Apart from the associate in arts programs, each of CMCC s programs has an Advisory Committee whose members are representative of the industries that employ graduates from the College. Those committees are charged with a number of responsibilities including Program Review, providing guidance on program planning, identifying employment trends, reviewing skill and performance recommendations and acting as a link between the College and the community of employers who hire graduates.

The president, upon the recommendation of program faculty and department chairs, appoints members of Program Advisory Committees. Constituent communities actively sought for participation include large and small employers from a variety of geographical areas, minorities and other under-represented groups, current students, recent graduates and professionals who work in a field related to a particular career or technical program. Committees generally meet twice a year to conduct business. Copies of agendas and minutes are sent to the dean of academic affairs. Recommendations from Advisory Committees are referred to a department chair, the Leadership Council, or other appropriate institutional governance bodies for further consideration and/or implementation. Minutes of Advisory Committee meetings are available in the Office of Academic Affairs.

The same system of organization and governance for the Auburn campus also applies to remote locations and special academic programs (concurrent enrollment, credit trainings offered off site).

APPRAISAL
Central Maine Community College has a system of organization and governance that facilitates the successful accomplishment of its missions and goals. Through its organizational design and governance structure, CMCC fosters an environment that encourages teaching, learning, scholarship, and research. The College provides support adequate for the appropriate functioning of each organizational component.

The authority, responsibilities and relationships among the MCCS Board of Trustees, the CMCC administration, staff and faculty are clearly described in a number of official documents. These documents include the initial legislation, the MCCS Policy and Procedures Manual, the CMCC Policy and Procedures manual, the CMCC Faculty Handbook, the CMCC Student Handbook and the CMCC Charter of Governance. Additional details about authority, responsibilities, and relationships can be found in the constitution and bylaws of the CMCC Faculty and Student Senates. The faculty negotiates contracts between the MCCS and the Faculty Association (MEA bargaining unit). The MCCS trustees approved a contract in 2014 with adjunct faculty (Maine State Employees Association bargaining unit).

The CMCC Organizational Chart is an accurate representation of the actual working structure of the College and correctly represents its current operational structure. During the Self-Study process, a recommendation was made to make the chart publicly available on the College website. The organizational chart had previously been available only in an Outlook folder, which was not accessible to the public.

Governance of CMCC draws on the resources of its diverse constituencies to provide an appropriate change mechanism at the College. Constituencies from both inside and outside the College interact with the institution to ensure a wide variety of voices participate in the decision-making process. The adoption of the Charter of Governance in 1997 gave the College its first institution-wide structure for shared decision-making. The Maine Community College System Board understands their governance role and fosters communication among the College s constituencies by providing venues for the exchange of information. In addition, a Program Review process implemented by the Board ensures each program is reviewed at least once every five years. The formal structures of the institution identify constituencies Program Advisory Committees, Student Senate, Faculty Senate, graduates and employers. Participants are formally invited into CMCC s governance structure and act in an advisory capacity. For example, Program Advisory Committees meet twice a year to discuss curriculum, implementation and evaluation issues. Results of those discussions are considered for adoption into a variety of appropriate venues (e.g., course content, evaluation standards, program and course prerequisites or program improvement).

Standing committees and governance structures facilitate systematic communication among college constituencies by meeting frequently and as necessary and including appropriate constituency representation. For example, the Horizons Council, which was charged with overseeing this self-study, met regularly beginning in fall 2016 to completion of the study. Some of the standing committees identified in the Charter of Governance include student members, thus encouraging their participation in areas for which students have a direct and reasonable interest. The self-study process has revealed that many new committee members do not receive adequate orientation relative to the work of the committees. The employee orientation process now includes information on committee responsibilities and experienced committee members will be asked to provide guidance to new members when they begin their service.

Another area of concern expressed by staff and faculty is the lengthy amount of time that it often takes for a proposal to move through the governance process to actual implementation. The process can be very time consuming, especially for items sent back to committee for further development. While the governance process is an important one, the College will explore changes that would enable leadership to act on recommendations more expeditiously.

CMCC practices continuous self-improvement of governance. In March of 2015, the College completed an Assessment Conference on its governance process (Workroom). The following findings were made (and subsequently addressed) as a result of this conference

- Provide Outlook/ShoreTel (phone)/Public Folders training for faculty/staff at the start of each semester. (Outlook Public Folders enable the sharing of information with the entire campus or a particular department).
- Post descriptions and responsibilities of college committees in Public Folders and distribute at start-of-semester sessions.
- Update Organizational Chart and distribute to faculty/staff at the start of the fall semester.
- Ensure that the Charter of Governance is in Public Folders and distributed in written form to new employees.

This Assessment Conference also determined that more work is needed in the following areas

- Increasing the use of photographs of faculty/staff on the College website/CM*Connect* for students and other faculty/staff. Placing a face to a name may improve communication.
- Encouraging faculty to get their schedules on Outlook. This is important for scheduling committee meetings and will be reinforced during the start-of-the semester gatherings.
- Recruiting adjunct faculty to teach at the off-campus locations. (Ex. Nursing has difficulty recruiting faculty to teach in Damariscotta).

Two examples demonstrate the efficiency of the process of governance at CMCC. First, the College s response to the problems identified regarding the caf resulted in extension of operating hours, as well as changes to the menu offerings. Second, the process of converting the campus to tobacco free began with a recommendation by the Board of Trustees to the colleges, followed by the CMCC governance process, and resulted in the implementation of the tobacco-free policy.

Local institutional governance provides professional guidance and advice through the systems established under the Charter of Governance. Although local governance is clearly defined in the Charter, its mandate and authorization to act as representative of the State is limited. The focus of local governance is therefore primarily advisory however, it is incumbent on the president and his management team to be responsive to the recommendations of local governance.

One of the many challenges facing the Maine Community College System is a combination of flat funding from the State with patterns of low enrollment (attributed largely to low unemployment and a reduction in the size of high school graduating classes in Maine). CMCC s Charter of Governance has helped to address the effects of this dilemma (including right sizing) via committee work and dedication to the Strategic Plan.

As indicated in the Standard 4 Data Forms, total enrollment at CMCC has been declining since fall 2014. For example, total headcount has declined from 3,166 in fall 2014 to 2,947 in fall 2017, a drop of almost seven percent. Total credit hour enrollment has declined by more than 11 percent since fall 2014. The College is attempting to address this enrollment challenge by expanding online program offerings, offering late-start semester options, winter term, and two summer sessions, all designed to improve course availability for students. This report discusses additional efforts centered on enrollment and retention in Standard 5.

Since the 2013 Fifth-Year Interim Report, the College has introduced four fully online programs, and the Strategic Plan calls for at least three more to be offered by spring 2019. The College s governance process has helped to provide oversight and address the many challenges brought about by expanding into this new educational venue.

Other goals included in the Strategic Plan to bolster enrollment include the following

- Engage in a more direct, ongoing, and interactive relationship with the local Somali community and seek external funding to support new programming and outreach efforts.
- Develop and implement a recruitment plan for online academic programs a plan to expand out-of-state recruitment and a plan to increase outreach to potential students who have some college credits but no credential.
- Explore marketing second careers to retired veterans. This could be more attractive to veterans because their military pensions are no longer subject to the Maine income tax.

- Strengthen dual/concurrent enrollment programs in an effort to increase the percentage of students enrolled in these programs who subsequently matriculate to CMCC.

PROJECTION

- The College needs to be prepared for significant and continuous change in the near future, including, but not limited to, the election of a new governor in 2018 new MCCS trustees new collective bargaining unit contracts flat or decreased funding from the state and declining enrollments. Therefore, during the spring and fall 2018 semesters, the College president will invite candidates for governor to visit and tour the College. In addition, the College will host a breakfast after the November 2018 elections for members of the local state legislative delegation. The College president will continue to work with the Executive Cabinet to keep abreast of legislative, collective bargaining, and MCCS funding issues.

- Mindful of the importance of expanding online programming and ensuring that necessary resources and services are provided, the academic dean will provide monthly briefings to the Executive Cabinet about the work of the Distance Education Taskforce.

- In fall 2018 the Executive Cabinet will initiate a review of the Charter of Governance in order to discuss and recommend changes to the governance process that can enable leadership to act on committee recommendations more expeditiously.

- Beginning in the fall 2018 semester, the outgoing chairs of the committees established in the Charter of Governance will provide an orientation to new committee members about their individual committees areas of responsibility.

- Beginning in the fall 2018 semester, the College president will provide new employees with an overview of College committees and membership roles.

- In order to facilitate the scheduling of committee meetings and improve attendance, the College will require that full-time faculty members include their schedules on Outlook (beginning fall 2018). The IT Department will continue to provide Outlook training as part of new employee orientation and semester opening sessions.

- As part of the transition to a new website in 2018, the Office of Planning and Public Affairs will report to the Executive Cabinet about the feasibility of increasing the use of photographs of faculty/staff on the website and CM*Connect.*

3.1

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Maine Community College System
Website location of documentation of relationship	https //www.mccs.me.edu/

Governing Board	**Website location**
By-laws	mymccs.me.edu/ICS/icsfs/Policy_105.pdf_target_dc65f59f-c8e9-4313-9dd2-d70078114278
Board members' names and affiliations	www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership/

Board committees	**Website location or document name for meeting minutes**
? Education Committee	https //www.mccs.me.edu/bot-agendas-minutes/
Finance Committee	https //www.mccs.me.edu/bot-agendas-minutes/
Strategic Plan Committee	https //www.mccs.me.edu/bot-agendas-minutes/

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
Faculty Senate	In Workroom - Faculty Senate Minutes (Standard 3)

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
Student Senate	www.cmcc.edu/CampusLife/STUDENTSENATE
	In Workroom - Student Senate Minutes (Standard 5)

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**
President's Cabinet	
Leadership Council	In Workroom - Leadership Council Minutes (Standard 4)
Horizons Council	In Workroom - Horizons Minutres (Standard 2)

Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Reports from these committees are included in the BOT minutes

3.2

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY 1516)	1 year prior (FY 1617)	Current year (FY 1718)
? Main campus	Auburn, ME/Androscoggin, USA	9/1/1964	2,816	2,545	2,301
? Other principal campuses					
? Branch campuses (US)					
? Other instructional locations (US)	Damariscotta, ME/Lincoln, USA	9/1/2008	15	12	13
? Branch campuses (overseas)					
? Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY1516)	1 year prior (FY 1617)	Current year (FY 1718)
Distance Learning Programs					
Programs 50-99 on-line					
Programs 100 on-line	Four	9/1/2012	38	59	60
? Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Based on fall 2017 enrollment only.
Not included above are dual enrollment students and students enrolled only in courses delivered in Oxford and/or Franklin County (these sites do
Online Human Services program has one remaining course offered only as hybrid.

Standard 4

The Academic Program



STANDARD 4: THE ACADEMIC PROGRAM

DESCRIPTION

ASSURING ACADEMIC QUALITY

The governance process offers an effective system of academic oversight. Curriculum changes, new program proposals and program discontinuance proposals are submitted to the Academic Programs Committee. Academic Programs Committee may approve the proposal, deny the proposal or ask for additional information before approval or denial. If approved, proposals are forwarded to Faculty Senate for review. If approved by Faculty Senate, proposals are forwarded to Leadership Committee for vote. All three of the governance committees named above have faculty members on them, and the Faculty Senate is composed entirely of faculty.

Academic programs are reviewed on a five-year cycle following the schedule set by the MCCS Education Committee of the Board of Trustees. The Academic Program Review Report includes cohort data for the past five years on students who have graduated, transferred, are still matriculated in the same program, matriculated in a different program or who are not attending the current term. Graduate employment data provided by the Maine State Department of Labor is reviewed as well as the strengths, challenges and steps for continuous improvement for each program.

In order to produce the Program Review report that is submitted to the Education Committee of the Board, the College organizes an Assessment Conference (described in detail in Standard 2). The Assessment Conference provides the opportunity to review data, discuss major findings, recommend action steps for improvement, strengths and identify possible impacts on the Strategic Plan.

The Program Review process considers stated goals and available resources, as well as budget implications for the following fiscal year. The same is true of Assessment Conferences that are coordinated with the Academic Program Review schedule. Some Assessment Conference reports also indicate long-term planning and impacts on the College s Strategic Plan. One example would be the May 2016 Assessment Conference on the Criminal Justice Program Review that recommended construction of a Criminal Justice Scenario House be included in the Strategic Plan under Strategic Direction IV Technologies and Facilities. This recommendation was approved by the Horizons Council and is part of the current Strategic Plan.

In addition to the Academic Program Review report and the Assessment Conference report, formal meetings are scheduled with each department chair and the academic dean twice per year to discuss academic planning, evaluation, statement of goals, and next steps for each program. Informally, academic planning occurs on a regular basis and many departments have periodic meetings for this purpose.

Every academic program has a curriculum map to show a visual depiction of the program. The map is coded to indicate the courses where program outcomes are introduced, reinforced, emphasized or not covered. The map is also coded to indicate the course(s) in the program where program outcomes will be assessed on an ongoing, consistent, and formal basis across all sections of the course. Some of the types of common assessments shared by multiple sections of the same course are a common lab report in General Biology with the same rubric used for grading a common

essay assignment in Introduction to Literature with the same rubric used for grading and the same questions added to the final in sections of Intermediate Algebra and Statistics.

In the fall of 2015, CMCC secured approval from NEASC to offer academic programs 100 percent online. The College plans to offer five additional online programs by the fall 2019 semester (See page 11 of the Strategic Plan).

Decisions about which programs to offer 100 percent online are made through an assessment of programs best positioned for that mode of delivery. Key factors include the number of courses in a program already offered online and the level of faculty capacity and support. Discussions with faculty include identifying courses that cannot yet be supported 100 percent online and establishing a plan for how and when they could be. In some cases (such as Anatomy & Physiology), it was determined that maximum enrollment in the online sections had to be lower than that for the on-ground sections in order to deliver the same level of quality. To ensure compliance with NEASC s credit-hour policy, online course instructors are under the same requirements as on-ground instructors to submit syllabi (which include a topical outline and criteria) for review by the Office of Academic Affairs.

When expanding the number of 100 percent online programs, the College has also considered findings from a 2012 federally funded TAACCCT grant that supported CMCC s first 100 percent online program (Medical Coding). Some of these findings that have been implemented include priority registration for students enrolled in a 100 percent online program (to ensure they can register for online courses before other students can) and the establishment of an on-campus testing center and adoption of Proctor U.

When programs are eliminated or program requirements are changed, the curriculum in place the year students enrolled, i.e. their catalog year remain in effect. In some cases when program requirements change, students will opt to enroll in the most recent catalog year to follow the new curriculum, although they are under no requirement to do so.

The College has written agreements that ensure reasonable continued availability of resources in those instances when it depends on resources outside of its direct control. Examples include

- Service level agreements for information technology resources.
- Contracts with vendors who supply information resources.
- A memorandum of understanding for classroom space at the Lincoln County site.

All students are required to pass a college-level writing course, either ENG 101 or ENG 105, in order to meet graduation requirements. Starting in fall 2018, all associate degree programs will require six credits of writing. ENG 105 satisfies the requirement of ENG 101, but meets 1.5 hours longer per week and is four credits instead of three credits. ENG 105 is designed for students who do not meet the requirements of ENG 101, but who exceed the requirements of remedial English. The additional 1.5 hours of instruction per week in ENG 105 is meant to supplement the skills students are lacking to enroll in ENG 101. In addition, many academic programs require a 200-level English course, most often Technical Writing for career technical programs, which students cannot take until they successfully complete ENG 101 or ENG 105 with a grade of C or higher.

The six stated general education competencies can be found on page 32 of the catalog. The expectations for information literacy, critical thinking and scientific method of reasoning, communication, social responsibility, lifelong learning and self-growth skills and creative arts are explained. Courses in general studies are in the disciplines of the Humanities, Social Sciences, Mathematics and Sciences. Curriculum mapping of the courses in these disciplines show how the general education competencies are delivered in all academic programs.

UNDERGRADUATE DEGREE PROGRAMS

MCCS Policy 302 Criteria for Academic Credentials provides the required guidelines to design academic programs that give students a substantial and coherent introduction to broad areas of human knowledge and mastery in one discipline. Course descriptions and the order of courses, including program requirements, are stated in the academic catalog. Policy 302 identifies the general education requirement and the requirements for the major, which are summarized below.

GENERAL EDUCATION

The goal of the general education requirement is to foster development of common competencies among all associate degree students, thus helping them to be successful and productive citizens in the workplace, in continuing programs of study, or in any other personal or professional endeavors. An indicator that CMCC is achieving this goal is the feedback from the Employer Satisfaction Survey administered in fall 2017. The survey asked employers of recent CMCC graduates to rate graduates performance in the following competencies writing ability critical thinking and problem solving, as well as other categories related to technical skills. Ninety percent of employers responding rated graduates as having excellent or good writing ability 87 percent ranked graduates as having excellent or good problem solving skills 80 percent ranked graduates as having excellent or good critical thinking skills and 73 percent said graduates had excellent or good technical skills (with 24 percent noting this was skill was not applicable. Only 3 percent rated technical skills as fair.)

All degree-seeking students, including online and off-campus students, undertake general education courses that comprise the disciplines of humanities, social sciences, mathematics, and sciences. These courses provide students with the opportunity to develop competencies deemed necessary by faculty, employees and students.

In accordance with MCCS Policy 302 Criteria for Academic Credentials (as amended on June 21, 2017), the following general education credits are specified for each associate degrees credential

Associate in Applied Science	21-22 credits
Associate in Science	30-33 credits
Associate in Arts	34-35 credits

THE MAJOR OR CONCENTRATION

Each academic program of study is outlined and sequenced in the catalog, with clear and concise objectives listed on the syllabi of courses in the program. The general education components are also listed. Each program has a description, list of career opportunities, program educational outcomes and a list of degree requirements published in the academic catalog.

Courses are sequenced from 100 to 200-level courses. There is a logical progression with required prerequisites in place so students move through courses appropriately. In some cases, a certain

grade must be attained in specific prerequisite courses in order to enroll in the next level course(s) in the sequence.

However, not *all* prerequisites at the College must be completed with a certain grade in order to progress to the next course level. This matter has been discussed among faculty and there remains institutional disagreement on what the requirements should be and if they should be applied uniformly across all programs. The current practice varies based on the academic discipline and other pertinent factors, such as the student s overall grade point average.

Developmental coursework in math and English is at the 000-course level and is not printed in the program requirements section for each program, as not all students are required to take these courses. The progression from the 000-level courses to the 100-level is explained in the catalog and provided in admissions materials.

Each academic major lists program outcomes in the catalog. The program outcomes have been mapped to specific courses in the program and are available online under the academic programs section of the website. Through the academic program, the student develops an understanding of knowledge for the major. This knowledge base serves as a foundation for learning gained in subsequent coursework in the major. Curriculum maps show where program outcomes are introduced in 100-level courses, and where they are later reinforced in other 100 or early 200-level courses and then emphasized in a last semester or last year 200-level course.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

In the awarding of academic credentials, the College complies with MCCS Policy 301 Definition of Program of Study, and MCCS Policy 302 Criteria for Academic Credentials. All associate degree programs require the completion of at least 60 credits and none requires more than 64 credits (with the exception of two programs, Ford ASSET and Nursing, which are externally accredited).

While a few academic programs do list a total maximum credit *range* of 64-66 credits for an associate degree, this is largely because some students may take a four-credit college writing class and/or a science course with a lab. Those students who take ENG 101 College Writing and a three-credit math course to fulfill the math/science elective requirement can complete the program in 64 credits.

The majority of associate degrees consist of four 15-week semesters (based on full-time attendance), while a few such as Ford ASSET require a summer semester in between the first and second year. The College also offers eight and eleven week sessions during the fall and spring semesters, three and four-week winter sessions, and six-week summer terms. The academic calendar, is available online and in the catalog, and is distributed to new students at orientation.

MCCS has a policy which entails the definition of a credit hour, which the College follows and which complies with Federal Regulations and the NEASC standard. The definition of a credit hour can be found online and in the academic catalog. Faculty and staff are made aware of, or reminded at annual semester start-up meetings, as well as in early summer when faculty may be developing syllabi. The Office of Academic Affairs collects and reviews syllabi every semester to ensure compliance with the credit hour definition.

The Academic Affairs Office reports that some instructors do not always submit syllabi by the deadline. This results in valuable staff time being spent to collect them, and insufficient time for review to ensure compliance with all requirements. The Academic Affairs Office is working with faculty to encourage earlier syllabi submissions to allow time for review and revisions before the semester starts. Another goal is to create an online repository, similar to one at Southern Maine Community College, where all syllabi can be easily found and retrieved. This syllabi repository will be helpful for a number of reasons, especially for former students who need to provide syllabi to the colleges and universities they are now attending.

In accordance with MCCS Policy 311 Dual and Concurrent Enrollment Programs, the College has responsibility for the overall delivery of concurrent enrollment programs (CEP). College responsibilities under this policy include the selection, supervision, and evaluation of CEP instructors, and the completion of evaluation visits during the instructional period of the courses. The College follows NEASC policy on dual and concurrent enrollment, and ensures compliance through visits by the department chair or other designated college representatives to concurrent enrollment classrooms and the input they receive when meeting with students in the classes. Central Maine Community College does not award joint, dual, or concurrent degrees.

All CMCC course syllabi must include clearly defined learning objectives. Each semester faculty are required to submit syllabi to the Academic Affairs office. The topical outline of the course contained in the syllabus is reviewed against MCCS Policy 301 Definition of Program of Study and Units of Credit.

This MCCS policy defines a unit of credit in a manner consistent with federal regulations and the CIHE Policy on Credits and Degrees

- One semester credit hour for each fifteen hours of classroom contact plus thirty hours of outside preparation or the equivalent or
- One semester credit hour for each thirty hours of laboratory work plus necessary outside preparation or its equivalent, normally expected to be fifteen hours or
- One semester credit hour for not fewer than forty-five hours of shop instruction (contact hours) or the equivalent.

The award of credit is based on the above-mentioned policies and overseen by the Academic Affairs Office in collaboration with faculty. No credit toward graduation is awarded for remedial classes.

In the awarding of credit for prior learning, the College is guided by MCCS Policy 312 Prior Learning Assessment Standards. This policy establishes uniform standards for the recognition and award of academic credit for college-level prior learning acquired by students through life, work, and educational experiences outside of CMCC credit courses. These standards provide for a consistent coding system for each PLA method, and support the transparent transfer of prior learning credit between MCCS s seven colleges and with other institutions of higher education. The College s options and procedures for the assessment of prior learning are explained on the website.

The College s policies for the awarding of credit for prior experiential or non-collegiate sponsored learning is guided by MCCS Policy 312, Prior Learning Assessment Standards, which provides uniform standards for the assessment and credit of college-level prior learning experience. These

standards reflect MCCS commitment to the academic and administrative standards proposed by the national Council for Adult and Experiential Learning. The MCCS Policy 312 further states that the award of prior learning credit is subject to New England Association of Schools & Colleges (NEASC) Standards for Accreditation, including the limit on the number of prior learning assessment (PLA) credits that may be used for certificate programs of 30 or fewer credits to 25 percent. PLA credits may not be used to meet the NEASC requirement that 25 percent of associate degree credits must be taken at the college from which the degree will be awarded. The College s PLA policies are posted online and on page 18 of the College catalog.

In March 2017, the College convened an assessment conference on Prior Learning Assessment, which found the following

- The numbers of students served by PLA have increased over the past three years

- Retention and completion rates tend to be higher for PLA students
    - Graduated 39.3 percent for PLA 35.7 percent for non-PLA
    - Retention PLA 3 to 8 percent higher than non-PLA

- Prior learning options can have a positive Impact on partnerships
    - Fostered apprenticeships with Thomas Mosher, Panolam, Nestle, Maine Judicial Branch

- The College has made improvements in the PLA process
    - Developed a PLA faculty handbook (Workroom)
    - Provide annual trainings for faculty and staff in admissions, advising, and TRIO
    - Developed a survey/evaluation tool that indicates level of satisfaction and recommendations for improvements
    - Prior learning crosswalks on the CMCC website are now available (including advanced placement (AP), international baccalaureate (IB), CLEP (College Level Examination Program) DSST (formerly DANTES Subject Standardized Tests), military, and a crosswalk for certificates, examinations, and licenses.

The PLA Assessment Conference recommended that the College increase marketing of PLA options pursue more workforce education partnerships examine the level of student loan indebtedness for PLA vs non-PLA students and explore the possibility of a statewide PLA database for all MCCS campuses.

The College accepts transfer credit from other colleges and universities in accordance with MCCS Policy 307. This policy stipulates that academic credits may be transferred from those institutions that are recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education based upon the equivalency of course content to program requirements and the equivalency of academic credit hours. Courses satisfying these criteria are accepted provided that grades of C (2.0 on a 4.0 scale) or above have been awarded by the issuing institution.

The CMCC Transfer Credit Policy & Procedure is outlined online and on page 18 of the catalog. This policy states in part If the coursework you want to transfer is equivalent in nature and content to our requirements, and you have passed with a grade of C or better, we will award transfer credit.

The College has agreements with many high schools, tech centers, and adult learning centers throughout Maine and New England to award credit for coursework. These have been reviewed and approved by both high school and College faculty representatives. As stated in the catalog on page seven, each agreement has specific conditions in terms of required competencies, credit hours and effective dates. These agreements are listed in the catalog and online, as is the link to the Request for Tech/Prep Advanced Placement Credit form.

The Transfer Services page on the CMCC website lists all transfer services and programs available to students and to graduates who plan to continue their education. Among the links included on this page is one on Articulation/Transfer Agreements, which brings students to a comprehensive listing in CM*Connect* of all colleges and universities with which CMCC has such an agreement. Detailed information on each agreement can be accessed on this page. Also available online is a course equivalency matrix that provides a quick reference guide on course equivalencies for the transfer of general education classes within the MCCS.

The College will accept academic credit transcribed by other institutions (accredited by the Council for Higher Education Accreditation and/or the U.S. Department of Education) when the course, credit, and transcript key are clear and consistent. Credit should be relevant in the CMCC degree program and is subject to review by department chair.

All requirements relating to academic probation, suspension, dismissal and appeals are found on page 26 of the catalog. Graduation requirements are found on page 27, the criteria for academic credentials are described on page 30, and the requirements for every degree or certificate are listed beginning on page 33. The registrar and the academic dean are responsible for verifying that students have met all credential requirements.

As stated in the catalog, the College expects honesty in all academic work and a student s work should be a result of independent effort and ideas. Any student suspected of academic dishonesty will face investigation and possible disciplinary action. Academic dishonesty includes, but is not limited to cheating, using unauthorized aids, taking a test for someone else, copying another person s work on exams, quizzes, or assignments or plagiarism, taking language, information or ideas from another person or source without attributing the appropriate reference, fabrication, or forgery. Any actions taken by the College are guided by MCCS Policy 309 (Student Grade Appeals and Academic Misconduct). The College responds to any academic integrity or student conduct issue that arises at clinical affiliates in accordance with MCCS Policy 310 (Student Issues Arising at Clinical Affiliates).

All distance education (online and/or hybrid) courses at CMCC are taught by instructors who possess the same qualifications required of those who teach in traditional on-ground courses. These courses must follow the same curriculum and maintain the same quality and standards required of the on-ground courses. The same course objectives and level of academic rigor are required of courses offered in an abbreviated time period, such as those described earlier.

Courses and programs offered for credit online, off campus, through concurrent enrollment, or through continuing education, are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. Faculty and students receive sufficient support for

instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality.

In an effort to provide consistent support for CMCC students who take courses in one of our other service counties, two admissions counselors also serve as student service representatives to Franklin and Oxford Counties, respectively. They visit these locations on a regular basis and serve at all times as the main contact person for students taking courses in these counties. The off-campus webpage provides information and course listings for each of the off-campus locations.

In 2008, the College was able to secure over 300,000 in state and federal grants to finance the extension of the CMCC Nursing program to Damariscotta in Lincoln County. The rationale for this was simple The nursing program on the Auburn campus was usually at maximum enrollment and unable to accommodate more students on this campus, largely due to clinical site limitations. This program extension has also enabled the College to bring a valuable program to the underserved Lincoln County, and to increase the number of much-needed nursing graduates in Maine.

Working in partnership with LincolnHealth, the College enrolled the first Lincoln Cohort of nursing students in fall 2008. Using a combination of local classroom space in, distance learning technology (interactive video conferencing), and the LincolnHealth campuses in the coastal communities of Damariscotta and Boothbay Harbor as clinical learning sites, area nursing students can attend class and complete clinical rotations locally without the time and expense of traveling to CMCC s Auburn campus.

Students in satellite and online courses receive the following support for instructional and other needs

- The same six-day technological support as on-campus courses.
- Access to the online Writing and Math/Science Centers.
- Access to the library collection, individualized research consultation, technology assistance, workshops and tutorials to maximize learning potential). Librarians visit classes off campus as requested. Students may request books online and have them delivered.
- Advising assistance through either email or phone.

Protocols are in place to establish that the student who registers for a course is the same student who participates in the course and receives the credit. The CMCC Center for Testing & Assessment describes online the various proctored exam options or online testing services such as Proctor U. Other protocols include daily taking of in-class attendance, Testing Center protocol, and unique student login and identification numbers.

APPRAISAL

ASSURING ACADEMIC QUALITY

Processes outlined in the Charter of Governance (Workroom) are effective in providing oversight to program changes. The Academic Program Routing Sheets are an example of the governance process at work. The sheets provide clear documentation for each time a committee reviewed a change, comments, the date of approval, or reason for denial.

At least twice a year, the Program Advisory Committees for each academic program meet to discuss the state of the program and curriculum development from an external perspective, with heavy emphasis on workforce needs. There is a campus-wide meeting of all Program Advisory Committees in November and then each program coordinates their own spring meeting. The recommendations of the Program Advisory Committee are often implemented, especially if they support industry trends and help prepare graduates to be more successful in the workforce. Advisory Committee members are surveyed by anonymous response once every three years, and their meeting schedules and minutes are posted in Public Folders.

Some Program Advisory Committee recommendations that the College has implemented include an associate degree in Culinary Arts a co-op program in Building Construction Technology that models the Ford ASSET program increased use of Autodesk Revit software in the Architectural & Civil Engineering program adding a job shadow experience in the Medical Coding & Electronic Health Records program and the addition of a math course in the Nursing curriculum to support greater success rates in dosage calculations.

In fall 2008, the College began the design of a Continuous Improvement Model (CIM) for its academic programs. Department heads and faculty quickly discovered that the CIM process as originally conceived was overly complicated, and difficult to sustain in any meaningful way. In addition, the process of developing this model did not include sufficient participation of academic department heads and faculty.

An important component of the CIM was curriculum mapping, which was initiated in 2012 and completed in 2013. In the years that followed, curriculum maps were not maintained and/or continuously updated as curriculum changes were made. Department chairs reported that the mapping process, largely paper based and kept in a multi-section binder, remained too complicated and time consuming to update.

In light of the unsuccessful mapping initiative described above, a more simplified mapping process was subsequently developed with the significant involvement of the department chairs. The group discussed what had not worked in the previous mapping iteration, researched current best practices, and reviewed those that could be implemented at CMCC. The newest version of curriculum mapping is a single document that is easy to understand and is available electronically so it can be continuously updated. Whereas updating curriculum maps consistently was a problem in the past, an updated map is now required to be submitted to the Academic Programs Committee along with other required documents when curriculum changes are being proposed. (See Nursing Curriculum Map in Workroom).

The ongoing curriculum mapping process is helping to standardize the assessment of courses to ensure consistency in student learning outcomes. This process is coordinated by the department chairs and designed to include the participation of other faculty. Through mapping, faculty can see how the course(s) they instruct fall into the program as a whole.

Academic department chairs present budget requests for the upcoming fiscal year in a face-to-face meeting with the Cabinet every March. Funding decisions are based on best practices and meeting program, student, and workforce needs. Budget requests are supported by the minutes of Program

Advisory Committee meetings, data on industry need, findings from an Academic Program Review or Assessment Conference, or student feedback.

When programs are slated for termination, Academic Affairs develops a teach-out plan of how classes needed by remaining students will be offered. When a course will be offered for the last time, Academic Affairs will notify those students who need it that this will be the last offering of the class.

GENERAL EDUCATION

CMCC s general education faculty have been working with the faculty from sister MCCS campuses to assess general education courses for the Block Transfer Agreement that was signed into effect in May 2016. The agreement is between the MCCS and the University of Maine System. It enables students graduating from the MCCS and transferring to a University of Maine Campus, to transfer a 34-credit general education block credit. Prior to this agreement, credits were accepted on a course-by-course basis. By virtue of this agreement, the seven MCCS campuses needed to collaborate on common language for the general education competencies and common assessment methods to ensure to the University of Maine System consistency in courses regardless of the MCCS campus from where the student is transferring. Faculty from all MCCS campuses have been meeting on this topic face-to-face once each semester for the last three years and continue to meet for norming sessions to develop rubrics, share best practices, and assess student learning outcomes.

The Math Department assesses the quantitative literacy general education competency in College Algebra (MAT 122) and Statistics (MAT 135) by administering a five-problem addendum to the MAT 122 finals and a three-problem addendum to the MAT 135 finals. These comprehensive problems in the addendums, which are included in all sections of these two courses, were generated by full-time faculty and are supplemental to the final exam developed by the individual instructors. College Algebra and Statistics were selected because many transferring students take these courses to fulfill baccalaureate program requirements these courses also meet the assessment requirements for the Block Transfer Agreement with the University of Maine System.

Similarly, the Life Sciences and Allied Health department chose General Biology (BIO 102) to assess if the general education competency in scientific methods is being met. Instructors who teach BIO 102 utilize an assignment, test, or lab report designed to assess the competencies listed in the natural science rubric, created through the Block Transfer Agreement with MCCS. In Humanities, the Introduction to Literature (ENG 125) course is used to assess the general education competency for writing. The final research essay is graded using a rubric that also resulted from the Block Transfer Agreement meetings.

THE MAJOR OR CONCENTRATION

The curriculum mapping completed in spring 2017 revealed that several majors needed to revise program-learning outcomes due to curriculum changes in recent years. The mapping indicted there were program-learning outcomes that did not correspond to courses in the curriculum outcomes had become outdated and some new courses did not align to learning outcomes because these had not been created along with the course. It was found that faculty were working in the weeds, so to speak, focusing intently on specifics of courses and course level outcomes, but were neglecting the big picture of program learning outcomes. Realizing this was a problem, the Academic Programs Committee routing sheet used to initiate curriculum changes has been revised to examine the

impact the proposed change has on program learning outcomes and if any outcomes need to be added or removed.

A faculty workshop was convened in June 2017 to inform faculty of the assessment efforts underway in academic programs at the College and to provide professional development on assessment and classroom assessment techniques (CAT s). The workshop time in the afternoon was set aside for department meetings for faculty in the department to work on their assessment plans for the upcoming academic year.

For programs designed to provide professional training, an effective relationship exists between curricular content or competencies and effective practice in the field of specialization. An example of this is the Building Construction Technology Program (BCT). The BCT program focuses its first year on competencies. Students demonstrate their ability with a competency before moving forward to work on the next competency. This process is time intensive for the sole faculty member in BCT because a large portion of the competency measurement is evaluated and entered manually. To streamline this, the College has recently moved to a competency-based software management system. If successful, competency based instruction will reach into the second year of the BCT Program and may be utilized by other academic programs in the future.

In programs designed to provide professional training, such as Nursing, Early Childhood Education, Ford ASSET and Building Construction Technology, students are required to participate in clinical or practicum experiences in the field. For example, in both the Ford ASSET major and the Building Construction Technology major, students alternate between seven weeks of curricular content in on-campus classes and seven weeks of practice in the field at a job placement site. Students in the Early Childhood Education Program complete three field experiences working with children from birth to grade three.

Many CMCC programs are designed to provide professional training in specialized areas and are guided by accreditation or affiliation with other organizations in that field. For example

- Early Childhood Education bases curricular on National Association for the Education of Young Children (NAEYC).
- Electromechanical Program is approved by State of Maine Electricians Licensing Board to provide courses that meet requirements, for Master, Journeyman, and limited licensing laws.
- Nursing Program is approved by the Maine State Board of Nursing. Accredited by the Accreditation Commission for Education of Nursing (ACEN).
- Automotive Technology/Ford ASSET are accredited by the National Automotive Technicians Education Foundation (NATEF).

Precision Machining Technology is in process for certification with the National Institution for Metal Working Skills (NIMS). Educational institutions use the NIMS credentials as performance measures and as the basis for articulation. For example, Pennsylvania requires all machining students to test for NIMS U.S. Army machinist trainees earn NIMS credentials, and the Robert C. Byrd Institute requires NIMS credentials for the Associate Degree in Manufacturing Technology. An ever-growing number of colleges and universities award credits to high school students and to company employees for NIMS credentials.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

The Maine Community College System has policies in place to uphold the integrity of the award of academic credit such as MCCS Policy 301 Definition of Study and Units of Credit MCCS Policy 309 Student Grade Appeals and Academic Misconduct MCCS Policy 310 Student Issues Arising at Clinical Sites MCCS Policy 311 Dual and Concurrent Enrollment and MCCS Policy 312 Prior Learning Assessment Standards.

With the exception of two externally accredited programs, (Nursing and Ford ASSET) associate degrees can be completed in 64 credits or fewer. Department chairs who develop curriculum are aware of the 64-credit requirement and understand in order to add additional credits to the program, some credits need to be removed. A common strategy for adding content to the curriculum is to add it to an already existing course and to either eliminate outdated content from that course or move content to a different course where it is already delivered and the emphasis can be increased.

Realizing that our students come to us with learning experiences that are worthy of credit and due to our competitors marketing of credit for prior learning in recent years, the College dedicated resources to the development of a comprehensive PLA program starting in fall 2013. The U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program funded a system-wide prior learning assessment coordinator who was located at CMCC. Due to her proximity to CMCC faculty and staff, she was instrumental in growing CMCC s PLA program to be one of quality and a model program for the other MCCS campuses to follow. The Maine is IT Grant provided funds for college staff to attend three national Council for Adult & Experiential Learning (CAEL) conferences and other professional development opportunities to establish a quality PLA program. Through these efforts, some system-wide PLA policies (which CMCC staff were instrumental in writing) were created and adopted by the seven system presidents and academic deans and a Credential Review Crosswalk (course equivalency matrix) was developed and is continuously updated. (Also in Workroom)

In following MCCS Policy 311 Dual and Concurrent Enrollment Programs, each course offered at a high school or career technical center is visited by the department chair of the program offering the course or by a qualified staff member in those instances when the department chair is not available. In some cases, it is a challenge for the department chair to find the time to visit the course site. In one instance, a visit occurred via Adobe Connect, and this was only after the course had finished. An additional challenge in maintaining oversight of concurrent enrollment courses is textbook resources. Some schools purchase textbooks with the intent to use them for multiple years, and resist when the College requires a different textbook to align with what is used in on-campus sections of the course. A third challenge is experienced with high school and career technical education sites when a site views the instructor as qualified to teach the course, but the College does not. For a number of years, the College has held tight that in order for an instructor to teach a dual or concurrent enrollment course they must meet the qualifications to teach the same course on campus.

Faculty are required to submit syllabi to the Academic Affairs office each semester for review and to ensure the topical outline is designed to meet MCCS Policy 301 Definition of Study and Units of Credit. The requirement to submit syllabi is explained in an email sent before the next semester is underway discussed at adjunct orientation and included in the faculty handbook and in contract letters. Despite these efforts, there are several faculty members who need follow-up to collect their

syllabi after the semester has started. The deadline to submit syllabi for the fall 2017 semester was moved up with the goal of having all syllabi collected before the semester starts. This remains an ongoing challenge that the Office of Academic Affairs is working to address.

Increased emphasis has been given to syllabi review during the past several years to ensure credit is being awarded in a manner that is consistent with federal regulations and NEASC as explained in MCCS Policy 301. Faculty and staff who are members of the Academic Programs Committee and/or Leadership committee have been asked to provide thorough evaluation of syllabi for new courses for this purpose. This evaluation has led to valuable discussions about the definition of a unit of credit, how a unit of credit is determined, and how to keep this consistent across departments.

The College adheres tightly to its Transfer Credit Policy when awarding credit for courses taken at other institutions. The requirement of a grade of C or better in order for the credit to be awarded is consistent for all students entering the College who have taken courses elsewhere. When the length of time since the course was taken is the reason for not receiving credit, students have the opportunity to meet with the department chair to discuss their particular situation.

Faculty are instructed on MCCS Policy 309 Student Grade Appeals and Academic Misconduct and MCCS Policy 310 Student Issues Arising at Clinical Affiliates regarding academic misconduct and issues that arise at clinical sites. Faculty are encouraged to apply the policies in order to uphold academic honesty. Both policies state that if the academic dishonesty rises to a level where additional sanctions (besides those available in policies 309 and 310) faculty shall refer the case to the dean of students under MCCS Policy 501 Student Code of Conduct. In most situations, the faculty member chooses to grade the assignment or test with an F or to fail the student for the entire class, but not to apply the Student Code of Conduct for additional sanctions such as removal from the program and/or suspension. The College hopes that failing the assignment or course will be a lesson learned for the student. The Student Code of Conduct is applied for more extreme sanctions, such as in the case of repeat offenders.

The associate academic dean is responsible for the online education program at the College. She provides oversight of the delivery of online and blended learning, ensuring a unified approach and high-quality course delivery standards in the online teaching and learning environment. She also leads the Online Task Force (OTF), which meets each term with the goal of achieving a shared vision for online course delivery. She is responsible for assuring accreditation, accessibility, and other considerations related to online learning.

One of the major complaints in previous student surveys was that the College s online course designs were inconsistent in appearance. This created difficulties for students navigating between courses. For example, a student enrolled in two or more online CMCC courses received a completely different user experience for each course, resulting in an unnecessary burden on students. With the expansion of online courses at the College, student requests for consistency among online courses has continued.

To solve this issue, the associate academic dean, in collaboration with the OTF, created an online course design template that models an easy to follow course structure and provides a consistent and coherent online learning environment for students. This single and consistent course template design will increase navigability, accessibility, and success while reducing online student confusion

and isolation. It should also provide faculty more time to focus on creativity and content rather than course design. The associate academic dean works with the MCCS to develop best practices for online learning. The results of her most recent collaboration and committee work with MCCS Best Practices & Expectations for Online Learning, is included in the Workroom.

The College took another major step in improving the quality and consistency of online programing with the addition of a full-time instructional designer in fall 2017. One of the instructional designer s major responsibilities is to train and assist faculty in the development, delivery, and assessment of online, hybrid, and web-enhanced courses. The instructional fesigner is expected to provide guidance in the use of different instructional techniques and technologies, including effective presentation and interactivity of content, and the accessibility and usability of web-based and classroom resources.

Some faculty members had expressed a concern in the recent past that two online courses were being delivered as little more than email correspondence courses. This was due to very little course content being available in eLearning, which also led to concerns about very limited student interaction. The associate dean of academic affairs contacted the two instructors in the spring of 2017 and worked with them to establish a course presence in eLearning. The two instructors successfully accomplished this by the deadline established.

In 2011, the College contracted with St. Joseph s College of Maine to develop a training program for instructors who teach online. The goal at that time was to require this training - or a similar approved training of the instructor s choice - for faculty who wanted to teach online. The Faculty Management committee believed that requiring the training violated the collective bargaining agreement. The College then decided to recommend (and not require) this training, but enrollment decreased to the point it was no longer feasible to offer it.

The College subsequently hired a full-time employee who worked half time as a librarian and half time as a faculty resource for online instruction, coordinating professional development and best practices for online instruction. That employee has since left the College so the associate dean of academic affairs is now responsible for oversight of online instruction and related professional development. The recent hire of an instructional designer will serve to strengthen these efforts.

Faculty develop online course offerings just as they would develop on-ground course offerings. The Office of Academic Affairs reviews these syllabi on a semester basis to ensure the topical outline and other information presented comply with the credit-hour policy.

CMCC is in a rather unique position in that all instructors who teach online have previously taught on ground, and that most instructors simultaneously teaching online and on ground. While there are a few online instructors who no longer teach on ground because they have moved away, the established relationship the College had with these individuals makes distance a very minor issue. The College has never hired an instructor to teach online who has not previously taught an on-ground course at CMCC.

The College offered a winter session between the fall and spring semesters in 2014-2015 and 2015-2016. The winter session offered in 2016-2017 was limited due to a Jenzabar upgrade scheduled between the Christmas and New Year s holidays, but a weeklong intensive automotive course did

run in early January. The course schedule has been limited to courses that can be taught in a three-four week timeframe, with most of the courses being offered online. Ten courses were offered in the 2014-2015 winter session, with 149 students enrolling. During the 2015-2016 winter session, 19 courses were offered with 117 students enrolling. The College has prepared a schedule of courses for a 2017-2018 winter session.

PROJECTION

- **ASSURING ACADEMIC QUALITY**
  Curriculum mapping and course-level learning outcome assessment needs are major priorities that must be constantly discussed and updated to ensure academic quality. The instructional designer, who began her duties in fall 2017, will work with faculty to ensure the quality and consistency of courses by providing guidance on the development of outcomes-based curriculum and related assessment templates (syllabi, curriculum mapping, course embedded assessments, rubric development, etc.). In addition, technical support for instructors in their use of eLearning and other instructional technologies will be provided at levels that have not been previously available.

- Since Program Advisory Committees serve as such valuable resources to CMCC academic programs, the Office of Academic Affairs will work to ensure that all programs at the College have similar industry support.

GENERAL EDUCATION

- The Block Transfer Agreement between MCCS and the UMaine System served as a catalyst for course level assessment of general education courses and consistency in multiple sections of the same course. Since 2014, the department chairs of the Math and Physical Science Department, Humanities Department, Social Science Department and Life Sciences Department have been coordinating the assessment of general education courses with their colleagues across the MCCS System and have attended professional development trainings on assessment, including the Community College Assessment Conference hosted by Valencia College and the New England Regional Assessment Conference hosted by New England College. The projection is that the focus on the effectiveness of a quality general education requirement will work to support and strengthen the general education competencies of associate degree students.

THE MAJOR OR CONCENTRATION

- Curriculum mapping and its systematic updating when program changes are made must continue to ensure the quality of academic programs. Changes to program learning outcomes that result from course changes shall be included in the documents required to initiate course changes. This will keep program learning outcomes at the forefront of curriculum. Assessment of the academic program has been ongoing at the College, but a recent focus on assessment by the MCCS and therefore by the College, will enhance activities. Faculty professional development opportunities on outcome assessment, like the faculty workshop held in June 2017, are planned for the near future in order to build upon and continuously improve the assessment work that is already in place.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

- To ensure compliance with MCCS Policy 311 Dual and Concurrent Enrollment Programs, Academic Affairs will work with department chairs to develop a schedule/timetable for visits to high schools and career technical centers where CMCC dual and concurrent enrollment courses are delivered.

- The associate academic dean and the instructional designer will contact faculty members to ensure that eLearning (the required delivery platform for online courses) is being fully and consistently utilized.

- The Online Taskforce, led by the associate academic dean, will ensure that information on best practices and professional development opportunities in online instruction is disseminated regularly to faculty. This information will be shared in the monthly faculty newsletter, on the Lunch & Learn calendar, and through email. (The taskforce plans to submit a proposal late in the spring 2018 semester that a common course template in eLearning become policy).

4.1

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1,121							1,121
Main Campus PT	1,005							1,005
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	2							2
Other Locations PT	12							12
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	17							17
Distance education PT	39							39
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	2,196	0	0	0	0	0	0	2,196
Total FTE	1,542.00							1,542.00
Enter FTE definition:								
Degrees Awarded, Most Recent Year	537							537

Notes
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded
3) Please refer to form 3.2, Locations and Modalities, for definitions of locations and instructional modalities.

For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Fall 2017

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date (Fall 2017)

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	33	3		36	1,121	1,157
Main Campus PT	43	95		138	1,005	1,143
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT *	0	4		4	2	6
Other Locations PT *	0	573		573	12	585
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT	0	0		0	17	17
Distance education PT	0	0		0	39	39
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	76	675	0	751	2,196	2,947
Total FTE	49.80	141.00		191	1,542.00	1,732.80
Enter FTE definition:						
Certificates Awarded, Most Recent Year	55					

Notes

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category low-residency programs.

3) Please refer to form 3.2, Locations and Modalities, for definitions of locations and instructional modalities.

For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Dual enrollment students

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?	For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 14)	2 Years Prior (Fall 15)	1 Year Prior (Fall 16)	Current Year (Fall 17)	Next Year Forward (goal) (Fall 18)
	Certificate (add more rows as needed)						
?	ACEC Fundamentals of Surveying	33.00	-	-	1.00	2.00	2.00
	BCAC Business and Computer Applications	30.00	2.00				
	BCTC Building Construction Technology	35.00	2.00	1.00	2.00	1.00	1.00
	BUSC Business Administration and Management	27.00	19.00	27.00	23.00	14.00	14.00
	CFIC Criminal Justice - Forensic Investigation	31.00	1.00	3.00	4.00		2.00
	CNA Advanced Network Administration	27.00	-	-	-		
	CNS Advanced Network Security	27.00	-	1.00	-	1.00	1.00
	CRJ Police Operations Advanced Certificate	24.00	-	-	12.00	8.00	9.00
	CSA Advanced Server Administration	30.00	-	-	-		
	CUAC Culinary Arts	31.00	33.00	33.00	22.00	17.00	15.00
	ECEC Early Childhood Education	36.00	6.00	10.00	4.00		
	EDU Education Advanced Certificate	30.00	-	-	2.00	4.00	4.00
	ELTC Electromechanical Technology	27.00	1.00	2.00	6.00	6.00	6.00
	GRCC Graphic Communications	30.00	1.00				
	MCOC Medical Coding & Electronic Health Records	32.00	13.00	19.00	13.00	10.00	10.00
	PMTC Precision Machining Technology	25.00	28.00	13.00	7.00	5.00	6.00
	PMT Precision Machining Technology	16.00	5.00	6.00	12.00	8.00	8.00
	PSMC Automotive Parts and Service Management	32.00	-	-	1.00		
	Total		111	115	109	76	78
	Associate (add more rows as needed)						
?	ACCS Accounting	60	67	59	53	48	48
	ACEA Architectural and Civil Engineering Technology	64	30	32	36	33	32
	ADNS/ADPS Nursing	68	80	69	80	86	88
	ADTA/AUTA Automotive Technology	68	83	90	81	76	76
	BCAA Business and Computer Applications	60	20	10	4	2	2
	BCTA Building Construction Technology	64	24	18	27	28	26
	BUSA Business Administration and Management	60	208	196	181	179	174
	BUSS Business Administration Transfer	61	-	-	4	31	34
	CASA Career Studies	60	3	2	2	2	2
	CJFA Criminal Justice - Computer Forensics	64	9	10	8	5	6
	CNSA Network Security/Computer Forensics	60	10	24	36	34	34
	CPTA Computer Technology	60	74	74	61	55	54
	CPTS Computer Technology	60	51	48	49	38	38
	CRJA/CRJAO/CJWA Criminal Justice	61	153	155	124	116	120
	ECEA Early Childhood Education	61	77	88	73	81	78
	EDUS Education	62	-	-	-	19	20
	ELTA Electromechanical Technology	65	62	60	61	77	78
	FOAA Automotive Technology Ford ASSET	69	30	37	33	26	28
	FRNA Forensic Science	62	-	-	-	4	4
	GENR/GENRO General Studies	61	873	791	755	768	765
	GRCA/GRGA Graphic Communications	60	42	50	57	56	55
	HUSA/HUSAO Human Services	66	107	95	105	101	102
	LIBR Liberal Studies	61	81	68	74	50	50
	LIFS Life Science	61	-	13	43	44	45
	MCOA/MCOAO Medical Coding & Electronic Health Records	62	64	73	62	65	65
	MEAA Medical Assistant	62	80	66	51	40	38
	MISA Management Information Systems	60	-	5	6	10	10
	NSWA Network Security/Computer Forensics	61	-	2	1	1	2
	PHFA Physical Fitness Specialist	61	24	38	40	36	38
	PMTA Precision Machining Technology	62	95	92	63	62	66
	PSMA Automotive Parts and Service Management	62	7	4	3	1	1
	REMA/BUHA Restaurant Management	62	33	20	32	22	23
?	Undeclared	-	668	648	747	675	670
	Total		3,055	2,937	2,952	2,871	2,872

Baccalaureate (add more rows as needed)

Undeclared						
	Total	0	0	0	0	0
Total Undergraduate		3,166	3,052	3,061	2,947	2,950

Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date

?

	Number of credits*	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
?						
Total		0	0	0	0	0
Doctorate (add more rows as needed)						
?						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
?						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
?						
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0

Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 15)	2 Years Prior (FY 16)	1 Year Prior (FY 17)	Current Year (FY 18 **)	Next Year Forward (goal) (FY 19)
Undergraduate (add more rows as needed)					
Architectural & Civil Engineering Technology	520	663	813	303	675
Automotive Technology/Ford ASSET	2,466	2,389	2,043	769	1,700
Building Construction Technology	360	407	559	146	350
Business Administration and Management	7,029	5,956	5,197	2,394	4,800
Communications/Humanities	11,859	11,266	10,644	5,686	11,300
Computer Technology	1,914	2,280	2,043	846	1,700
Criminal Justice	2,625	2,430	2,289	1,065	2,250
Culinary Arts	658	412	532	181	450
Early Childhood Education	993	930	810	354	725
Education	33	123	225	141	280
Electromechanical Technology	1,143	900	1,026	633	1,270
Graphic Communications	1,038	1,032	1,113	420	875
Human Services	1,078	1,053	997	466	930
Learning Resources	428	317	339	94	200
Life Sciences and Allied Health	955	5,371	6,329	2,733	5,500
Math/Physical Sciences	11,198	8,136	6,710	3,557	7,150
Medical Assisting	1,884	186	81	51	90
Nursing	1,374	1,192	1,372	778	1,500
Precision Machining Technology	2,200	1,631	1,171	694	1,350
Social Sciences	8,742	7,857	7,467	3,402	7,000
Total	58,497	54,531	51,760	24,713	49,905
Graduate (add more rows as needed)					
Total	0	0	0	0	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	110	91	66	27	55
Free-standing sessions				24	50
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	6	6	6	3	7
URL of Information Literacy Reports:	N/A				

Please enter any explanatory notes in the box below

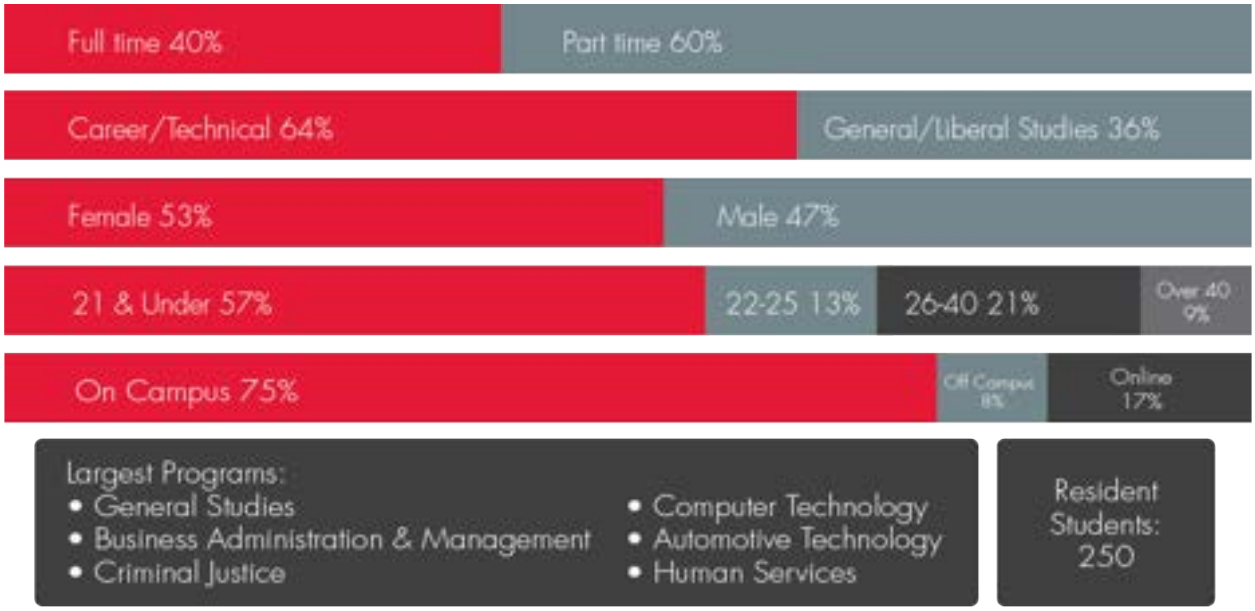
Math/Science and Medical Assisting departments reconfigured with addition of Life Science/Allied Health department. Reflects only **fall** 2017 credits.

Standard 5

Students

STANDARD 5: STUDENTS

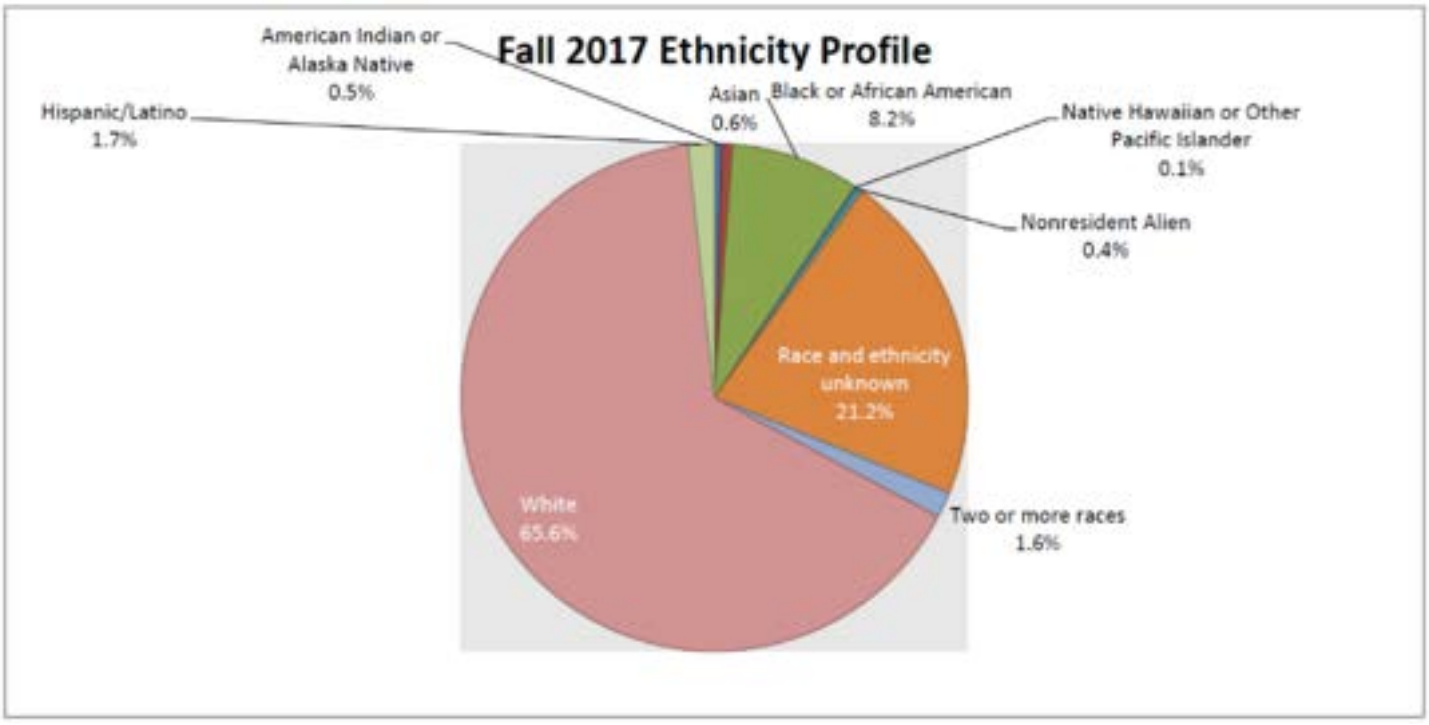
In fall 2017, Central Maine Community College (CMCC) served a total of 2,947 students enrolled in for-credit courses. From this total, 2,272 were matriculated, degree-seeking students. Total credit hour enrollment was 25,993, which represented a total FTE of 1,733. Some additional information about our current student body is reflected below



CMCC utilizes a student-centered approach to provide a comprehensive array of student support and success strategies from the point of admission to graduation or transfer. CMCC seeks to enroll traditional, nontraditional, at-risk and underserved populations. While the College utilizes the Auburn campus for most of the instruction and student services, CMCC also deliver courses in Franklin, Lincoln, and Oxford counties. The College currently offers four academic programs (Criminal Justice, General Studies, Human Services, Medical Coding) 100 percent online and will gradually increase that number over the next several years.

In concert with the College s commitment to diversity, the Admissions Office seeks to recruit students from all socioeconomic backgrounds that reflect the makeup of our surrounding communities. The College strives to create an inclusive and enriching learning environment that draws upon the diversity of our student population. The CMCC student ethnicity profile as of September 18, 2017 indicated the following

One required course in the Human Services program is currently available only in hybrid format.



The Learning and Advising staff have determined that a significant number of the 21 percent unknown indicated above are members of the local Somali community. Through interviews and discussions with Somali students, the advisors have learned that many of our Somali students do not believe that any of the categories listed above apply accurately to them. As a result, they do not check any of the boxes on the admissions application.

ADMISSIONS

DESCRIPTION

The College provides accessible admissions opportunities for new, continuing, and returning students to pursue their education. Information on admissions, costs and financial aid, can be found on the CMCC website. Admissions recruiting materials, videos, and application for enrollment are all offered in printed and/or digital institutional publications.

In accordance with our Mission Statement, the College offers quality, accessible college education career and technical education and education for transfer to the baccalaureate level. In regard to admissions, CMCC welcomes applications from all persons whose academic record and personal qualifications suggest that they may benefit from enrollment in any of the programs offered. All admissions policies and procedures are available online and in the catalog.

Admissions staff regularly visit many high schools in Maine and Northern New England and attend college fairs and recruitment events. In compliance with federal guidelines promulgated by the US Department of Education, admitted students must have a high school diploma or recognized equivalent credential. While the College maintains open and rolling admissions, applicants who are unable to demonstrate a reasonable potential for success may be referred to adult education programs before they start taking courses at the College.

CMCC admissions efforts are aided by various early college efforts that provide opportunities for high school juniors and seniors to take college courses. Early College for ME is a high school-to-college transition program designed to help high school students who are undecided about their future learn more about college. Early College for ME offers students the opportunity to receive a Maine community college scholarship, take a college course, and have support and advising from Early College for ME staff throughout the college admissions process. Other programs that provide early college opportunities to high school students include the MCCS On Course for College Program and the Maine Department of Education Aspirations Program.

Students who have a documented disability are referred to the campus disabilities coordinator who works with students on an individual, case-by-case basis to provide reasonable academic accommodations.

The College follows state and federal requirements regarding equality and admissions procedures and publishes relevant policies on the College website and in the course catalog. Notice of Discrimination can be found on the website, in the College catalog, and in the Student Handbook.

The College uses standardized assessments (SAT, ACT, Accuplacer) in reading, writing, and math to assess student readiness for introductory credit-bearing college courses. The College provides tutoring, a Writing Center, and a Math/Science Center for all students.

The College established the Student Success Initiative (SSI) in 2014 to provide boot camp instruction to students with test scores requiring them to take remedial courses. The purpose of SSI is to provide students who need remedial courses in English and math with an opportunity to gain the necessary knowledge to test into college level courses and subsequently save them time and money towards their degree.

The College uses appropriate assessment tools to ensure accepted students possess the ability to succeed at CMCC. As indicated in Standard 8, the College measures student success via rates of persistence, transfer, and graduation.

APPRAISAL

Most colleges in the State of Maine have experienced a decline in new student enrollment, due in part to smaller high school graduating classes. At CMCC, total credit enrollment has declined by more than 10 percent since fall 2014. This trend points to a need for the College to place greater emphasis and focus on creative methods of student recruitment and more focused efforts on retention.

The Admissions Data form reflects an increase in transfer applicants over the past four years and indicates a decrease in new applicants over that same time. We have increased the matriculation conversion rate from 4.5 to 15.8 percent for early college high school students. The number of out-of-state students has increased due to increased efforts to expanded recruitment areas.

Since fall 2015, the College has significantly increased its marketing outreach, especially in the areas of internet, social media, and television advertising. Much of this effort has focused on CMCC s fall and spring open houses, which have both experienced major increases in attendance since that time. The College has also greatly expanded its social media presence, and maintains very active Facebook, Twitter, and Instagram pages. The Admissions Office is welcoming a growing number of

school groups for campus tours, and admissions representatives have increased the number of high schools and regional technical centers that they visit every year.

The College needs to conduct a thorough review of recruiting materials, videos, applications and other forms to ensure accuracy, consistency, and accessibility. This review will help to ensure that the application is available in assistive technology for blind and visually impaired students closed captioning is included on all videos for hearing impaired students and that all other accommodations are met for students with disabilities to meet accessibility and equal opportunity guidelines.

The disabilities coordinator has an office in Academic Affairs and her contact information is widely available throughout campus publications and in each course syllabus. While the College has adequate mechanisms and support for disabilities services, it is apparent from some admissions data that not all eligible students disclose and/or take advantage of available services.

Standardized assessment cut scores place remedial students in courses that will prepare them for success in subsequent credit-bearing college courses. While tutoring services in the Writing Center and Math/Science Center are widely used by students, the College lacks adequate data on which students avail themselves of these services and how impactful these services are relative to academic success.

The TRIO Student Support Services program helps enhance the academic experience by teaching students to identify and work toward realistic academic goals, become independent learners and improve academic performance. The TRIO program tracks tutoring support in Jenzabar by discipline as well as amount of time a student receives tutoring for the term. At the end of the term, the TRIO director reviews student grades and is able to determine if tutoring has been effective.

The Learning & Advising Center (LAC) advisors assist students in registering for courses and follow-up with them during the semester. An LAC Specialist is available in the evening, and the LAC accepts students seeking walk-in appointments. The LAC needs to track student progress and retention of the students it serves to determine advising effectiveness.

To date, SSI has been moderately effective in helping remedial students place into gateway courses

- SSI Summer 2016 statistics
    - 29 of 79 students (38 percent) placed into gateway math.
    - 20 of 43 students (47 percent) placed into gateway writing.

**the first course that can be taken for college credit*

Accuplacer, SAT, ACT scores, TOEFL, PLA, or high school/college transcripts are used to review student placement and ability to succeed. According to the 2016 IPEDS Data Feedback Report and reflected in Data Form 8.1, the College retains first-time, full-time students at a rate of 57 percent, and 41 percent for part-time students (Fall 2015 to Fall 2016). The overall transfer rate (associate degree and transfer within four years) is 15 percent, and the graduation rate is approximately 29 percent (percentage of full-time, first-time students who graduated or transferred out within 150 of normal time to completion for their program).

The Strategic Plan includes several initiatives that are centered on improving retention, three of which are cited below

- Require that all new students attend orientation, on-ground or online. (This is now in effect).
- Develop and implement an assessment tool to measure the success of college tutoring efforts.
- Develop a campus-wide model for the taking of attendance in all classes that requires use of online course room (eLearning). Use data collected to develop systematic, long-term strategies to increase attendance rates. (This is now in effect).

The College also anticipates fulfilling the expectations of the Achieving the Dream consortium, (described in Standard 2) including enhanced data collection and analysis, completion of the student success inventory, participation in cohort webinars and cross-college efforts, and development of an implementation plan.

An important retention initiative in the Strategic Plan that CMCC has already accomplished is the establishment of the College s Math/Science Center. Grant funding has enabled the College to hire a coordinator for the Center whose responsibilities include recruiting, training, and evaluating math and science tutors, and providing individual and small-group tutoring to help more students succeed in math or place in higher-level math courses.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

The College offers an array of readily available and accessible student support services. Students can access information through CM*Connect*, the College website, in-person during new student orientation and at the Learning and Advising Center (LAC) and TRIO Center. Information about services and programs is provided to students through orientation, First-Year Experience courses, LAC, Student Handbook, website, CM*Connect* (online portal), signage, and a weekly email newsletter (Mustang Message). All offices on campus are staffed with full-time professionals offering both day and evening hours.

Online and off-campus students have access to the following Online Writing and Math/Science centers library collections reference support and individualized research consultation technology assistance and workshops and tutorials to maximize learning potential.

In 2015, the College began utilizing an early alert system through the CM*Connect* platform. Called CM*OnTrack*, this retention management software helps CMCC take a proactive and intrusive approach when a student is identified as at risk. CM*OnTrack* enables LAC advisors to quickly identify students facing challenges and submit early alerts through the system. As early alerts are sent, advisors can implement a plan to help the struggling student overcome these challenges before it is too late. An early alert can be sent for academic, financial, personal, and any other type of concern.

Through the CM*Connect* portal, students have access to eLearning, a learning management system that the College adopted in 2010. In addition to placing course content online, this system also enables real-time communication between students and their instructors.

Information on financial aid, state grants, and college scholarships/grants is available on the College website, CM*Connect*, and in the College catalog. Information includes applying for financial aid, filing deadlines, and descriptions of grants and scholarships available to students.

A Net Price Calculator is available to students on the Financial Aid webpage. The calculator is intended to provide estimated net price information (defined as estimated cost of attendance, including tuition and required fees, books and supplies, room and board, and other related expenses minus estimated grant and scholarship aid) to current/prospective students and their families.

The Financial Aid Office offers in-person counseling assistance and information on SALT (an educational program that assists students with financial education, including money management techniques and student loan repayment strategies).

As per CMCC s Satisfactory Academic Progress policy, students must maintain a required GPA based on total credits attempted in order to avoid academic probation (see Table 3, page 24 of the academic catalog). If a student is placed on academic probation, they must earn a semester GPA of 2.0 or higher at the end of the next term to avoid academic suspension. This policy extends to all students, regardless of extracurricular activities. In the Student Services section of the academic catalog, the athletics subsection indicates that all students must maintain academic eligibility requirements to participate in athletics.

The CMCC Student Handbook includes code of conduct and grievance procedures (pp. 27-34). Other relevant policies, such as the Affirmative Action Policy and Social Media Policy, are also readily available in the Student Handbook and reviewed in all new student orientations.

As a result of the Assessment Conference review of Noel Levitz survey results in 2008, which indicated lower satisfaction levels with Advising. In response to these concerns, the Center for Retention & Transfer (CRT) was established with the help of federal grants funds. The CRT s name was changed to the Learning & Advising Center (LAC) and the positions are now funded through the College s regular budget.

Tutoring services, now located in the new Learning Commons, have been expanded with the addition of the new Math/Science Center.

The College currently has approximately 46 articulation agreements with other colleges. We host four transfer fairs on campus every year, and the director of placement and transfer services coordinates and schedules several interview days. According to IPEDS, approximately 16 percent of CMCC graduates transfer to four-year colleges and universities. This figure includes only those students who graduated from CMCC before transferring, and does not include the significant number who transfer before they graduate.

The Campus Fitness Center, which includes cardio, aerobic, and strength conditioning rooms, now offers greatly expanded programs and services on campus through our partnership with the Central Maine Conditioning Clinic.

Through a contract with Tri-County Mental Health Services in Lewiston, CMCC is able to provide students with a wide range of professional counseling services. These are made available to students through a request submitted to one of several designated staff members. In the event of medical emergencies, two major hospitals are located in Lewiston and one operates an urgent care facility less than a half mile from the campus.

In response to growing reports from faculty and staff members, the College began an effort in fall 2017 to address food insecurity concerns with some members of the student body. Basic sandwiches are available daily to anyone who requests one at the Jalbert Central Station free of charge. Fruit and healthy snack items are placed periodically in a prominent location in The Tower where any students can simply take an item no charge and no questions asked. The Evening Administrator has access to free food coupons redeemable in the Dining Commons in the event he finds any student in need among the evening population. The president has informed all faculty members that they should notify Student Services if they believe a student is not getting enough to eat. The College will evaluate the success of this effort and investigate other steps that can be taken to address this concern.

In coordination with the Student Senate, CMCC offers a wide range of student clubs and organizations, such as Phi Theta Kappa, CRU for Christ, Collection of Creative Citizens, Criminal Justice Club, ARC-BECA, and the Environmental Club. Under the direction of the resident directors and assistants, additional activities and recreational opportunities are provided to residential students.

The College is guided by MCCS Policy 503 Regulation of Student Organizations in its efforts to foster and promote responsible involvement in student co-curricular activities and organizations. This policy also requires all student organizations to operate in accordance with those reasonable rules and expectations set forth therein.

APPRAISAL

Since 2009, the College has administered the Noel Levitz Student Satisfaction Survey four times (2010, 2012, 2014, 2017). We have also administered the Community College Survey of Student Engagement (CCSSE) four times (2009, 2011, 2013, 2016). The Planning & Public Affairs Office convened Assessment Conferences (explained in Standard 2) that analyzed the results from all these surveys and made recommendations, some of which are outlined below.

Overall Noel Levitz results from all four years have placed the College above national averages in almost all areas. The CCSSE benchmark results in Support for Student Learners show a significant improvement from 2013 (48.3) to 2016 (51.4). The benchmarks for 2016 placed the College above both the national averages. The fall 2016 and 2017 new student orientation survey results show a high degree of satisfaction as well. (Workroom).

According to Noel Levitz 2014, while overall student satisfaction with Safety & Security remained considerably higher than it was in 2010 (5.31 vs. 5.12) it did drop negligibly from 2012 (5.32). Noel Levitz results from 2017, however, reflected an increase to 5.70 in satisfaction with Safety & Security. This result is due at least in part to several safety-related actions the College has taken recently (as described Standard 2). While orientation survey results are very positive, the data from fall 2016 suggested that some attendees found the session too long and that there was not enough

information shared on financial aid. The Student Services staff addressed these concerns with a redesigned orientation agenda in subsequent sessions.

The CCSSE benchmark results in Support for Student Learners show a significant improvement from 2013 (48.3) to 2016 (51.4). The benchmarks for 2016 place the College above both the national and the MCCS averages.

The one lower satisfaction trend identified in the 2014 Noel Levitz survey (vs. May 2012) was Financial aid awards are announced in time to be helpful in college planning. The Financial Aid Office is currently addressing this through the following efforts

- Processing applications earlier (October instead of January). This process started in fall 2016.
- Downloading data daily. This change is currently underway the Financial Aid Office downloads FAFSAs, packages and disburses aid, and sends letters out on a daily basis.
- Using email to quickly notify students of missing items.

Some evidence (CCSSE 9b) indicates that the College needs to better promote the array of services available to students (ex. Career Coach, Counseling Services). In addition to an introduction to these services in orientation and LER courses (First-Year Experience), the College needs to implement more consistent and continuing communication of these services. In addition, the LAC shall continue its focus on relationship building for new students to help them identify and access needed services.

Despite increased efforts to familiarize students with career counseling services at the College, there remains some evidence that student awareness and utilization of these services has room for improvement. The *CCSSE 2016 13.1b. The career counseling [SUPPORT]* mean for CMCC is below the MCCS and national cohorts. The College is considering having our admissions representatives familiarize prospective students with Career Coach (free online career assessment tool) and adding a career exploration component, including an introduction to Career Coach to the orientation program.

Noel Levitz results for question 13 (The campus is safe and secure for all students) are identified as a Strength and that student satisfaction in this area has risen from 5.96 in 2010 to 6.13 in 2014. Steps the College has taken in the past five years to improve safety and security include the following

- Criminal Justice students now provide a uniformed security presence throughout the campus
- Improved outdoor lighting
- Escorts to parking lots available (for day and evening students)
- Addition of safety/security session in new student orientation
- On-campus substation for the Auburn Police Department and Maine State Police.

Noel Levitz Survey of Student Engagement – 2017

	National Mean	CMCC*	Mean Difference
Academic Advising Effectiveness	5.53	5.82	0.29
Registration Effectiveness	5.76	5.85	0.09
Admissions & Financial Aid Effectiveness	5.49	5.91	0.42
Campus Climate	5.81	6.06	0.25
Campus Services	5.80	5.93	0.13
Instructional Effectiveness	5.76	5.83	0.07
Registration Effectiveness	5.76	5.85	0.09
Safety & Security	5.55	5.70	0.15
Student Centeredness	5.69	5.93	0.24

** Difference statistically significant at the .05 level*
*** Difference statistically significant at the .01 level*
**** Difference statistically significant at the .001 level*

CMCC does not have specific goals regarding co-curricular learning **(8.4)** therefore, specific evaluation is not in place.

In an effort to reduce barriers and increase access to higher education for the growing Somali population in the area served by this College, the Foundation for Maine s Community Colleges secured a grant in December 2016 from the Wildflower Fund to support CMCC s new initiative called Bridging the Opportunity Gap for New Mainers. Working in collaboration with local high schools and non-profit agencies that serve the immigrant community, Learning and Advising Center staff have increased outreach about opportunities at the College and provide resources to help New Mainers acclimate to higher education (application, financial aid, career counseling). A report summarizing progress and accomplishments of this initiative through the end of September 2017 is included in the Workroom.

PROJECTION

- The College will work to achieve by spring 2020 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 benchmark for the MCCS.

- The Admissions Office will work to increase matriculation conversion rate of dual and concurrent enrollment students to 25 percent by fall 2020.

- The director of communications will work with the resident directors to develop a marketing plan by fall 2018 to bolster promotion of on-campus housing options.

- Increase the CMCC out-of-state student population by 15 percent by fall 2019.

- The director of communications and the instructional designer will complete a thorough accessibility review of CM*Connect* and the new College website prior to its launch in 2018. (This initiative was promoted through an accessibility training/workshop hosted in October 2016 by CMCC, the lead institution in the Maine is IT TAACCT Round 3 grant consortium).

- Review admissions recruiting materials, videos and applications to ensure accessibility and utilization of assistive technology needed by students with visual and/or hearing impairments.

- The Learning & Advising Center and the Office of Planning and Public Affairs will develop a plan by spring 2019 that will enhance systematic tracking of student satisfaction, progress, and retention of students.

- The Writing and Math/Science Centers will systematically assess academic outcomes for all tutees to determine effectiveness.

- To ensure a more consistently intrusive advising approach, the College will have a system in place by spring 2020 to utilize CM*OnTrack* to provide more interventions, and develop an assessment model to evaluate effectiveness.

- By fall 2020, the director of placement and transfer services will increase the number of articulation agreements by at least 15 percent.

5.1

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 15)	(FY 16)	(FY 17)	(FY 18)	(FY 19)
Freshmen - Undergraduate	?					
Completed Applications	?	1,830	1,720	1,941	1,789	1,850
Applications Accepted	?	708	711	746	588	710
Applicants Enrolled	?	704	698	735	578	700
Accepted of Applied		38.7	41.3	38.4	32.9	38.4
Enrolled of Accepted		99.4	98.2	98.5	98.3	98.6
Percent Change Year over Year						
Completed Applications		na	-6.0	12.8	-7.8	3.4
Applications Accepted		na	0.4	4.9	-21.2	20.7
Applicants Enrolled		na	-0.9	5.3	-21.4	21.1
Average of statistical indicator of aptitude of enrollees (define below)	?					
N/A						
Transfers - Undergraduate	?					
Completed Applications		689	583	593	605	625
Applications Accepted		277	232	141	238	245
Applications Enrolled		286	233	138	237	242
Accepted of Applied		40.2	39.8	23.8	39.3	39.2
Enrolled of Accepted		103.2	100.4	97.9	99.6	98.8
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
Accepted of Applied		-	-	-	-	-
Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
Accepted of Applied		-	-	-	-	-
Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
Accepted of Applied		-	-	-	-	-
Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

5.2

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior (Fall 14)	2 Years Prior (Fall 15)	1 Year Prior (Fall 16)	Current Year (Fall 17)	Goal (specify year) (Fall 18)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	547	859	828	798	800
	Part-Time Headcount	?	1,010	1,106	1,174	1,144	1,145
	Total Headcount		1,557	1,965	2,002	1,942	1,945
	Total FTE	?	796	1,136	1,121	1,103	1,104
Second Year	Full-Time Headcount		942	491	426	382	380
	Part-Time Headcount		766	596	633	623	625
	Total Headcount		1,708	1,087	1,059	1,005	1,005
	Total FTE		1,204	703	674	630	630
Third Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		0	0	0	0	0
	Total FTE						
Fourth Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		0	0	0	0	0
	Total FTE						
Unclassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount		0	0	0	0	0
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		1,489	1,350	1,254	1,180	1,180
	Part-Time Headcount		1,776	1,702	1,807	1,767	1,770
	Total Headcount		3,265	3,052	3,061	2,947	2,950
	Total FTE		2,000	1,839	1,795	1,733	1,734
	Change FTE Undergraduate		na	-8.0	-2.4	-3.5	0.1
GRADUATE		?					
	Full-Time Headcount	?					
	Part-Time Headcount	?					
	Total Headcount		0	0	0	0	0
	Total FTE	?					
	Change FTE Graduate		na	-	-	-	-
GRAND TOTAL							
Grand Total Headcount			3,265	3,052	3,061	2,947	2,950
Grand Total FTE			2,000	1,839	1,795	1,733	1,734
	Change Grand Total FTE		na	-8.0	-2.4	-3.5	0.1

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve

	(FY 12)	(FY 13)	(FY 14)
? **Three-year Cohort Default Rate**	19.0	17.2	18.0
? **Three-year Loan repayment rate (from College Scorecard)**			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 15)	(FY 16)	(FY 17)	(FY 18)	(FY 19)
? **Student Financial Aid**					
Total Federal Aid	15,454,503	12,941,642	12,088,254	12,265,578	12,079,000
Grants	6,868,024	5,988,735	5,585,902	5,967,565	6,000,000
Loans	8,515,051	6,880,160	6,422,602	6,218,263	6,000,000
Work Study	71,428	72,747	79,750	79,750	79,000
Total State Aid	795,887	1,082,884	1,079,942	1,043,351	1,050,000
Total Institutional Aid	495,070	515,311	654,797	614,695	625,000
Grants	495,070	515,311	654,797	614,695	625,000
Loans	0	0	0	0	0
Total Private Aid	496,283	451,038	510,635	211,666	500,000
Grants	370,306	333,638	380,681	145,698	370,000
Loans	125,977	117,400	129,954	65,968	130,000
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	63	59	57	55	55
Graduates					
First professional students					
For students with debt					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	25,954	15,664	14,916	14,500	14,000
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	10,651	9,742	9,237	9,000	8,900
Graduate Students					
First professional students					
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	1	2	1	0	0
English (reading, writing, communication skills)	20	21	18	20	18
Math	28	26	21	23	20
Other					

Please enter any explanatory notes in the box below

5.4

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	983	420	416
Female	1,146	391	381
Unknown Gender	14	0	0
American Indian or Alaska Native	18	5	4
Asian	17	4	4
Black or African American	183	80	80
Hispanics of any race	83	19	18
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	30	6	6
Race and Ethnicity unknown	116	29	30
Two or more races	37	14	14
White	1,658	653	640

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal ** (FY 19)
Category of Students (e.g., male/female); add more rows as needed					
Male	638	370	1,008	832.00	1,008
Female	535	729	1,264	759.80	1,266
American Indian or Alaska Native	7	7	14	9.73	14
Asian	7	8	15	10.73	16
Black or African American	139	84	223	163.13	226
Hispanics of any race	29	16	45	35.33	46
Native Hawaiian or Other Pacific Islander	2	0	2	1.67	2
Nonresident Alien	13	8	21	15.80	23
Race and Ethnicity unknown	51	37	88	65.60	90
Two or more races	29	15	44	34.80	45
White	896	924	1,820	1,255.00	1,812

Graduate Enrollment information *	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
			0		
			0		
			0		
			0		
			0		
			0		

Please enter any explanatory notes in the box below

* Matriculated students only - Fall 2017 ** Matriculated students only

Standard 6

Teaching, Learning, and Scholarship



STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

DESCRIPTION

As indicated on Data Form 6.5, the College currently employees 53 full-time faculty members, 131 adjunct faculty members, two librarians, three TRIO representatives, and five Learning & Advising Center staff members. In addition, CMCC also employs other stipend academic support positions such as the honors program coordinator, the Writing and Math/Science Center coordinators, and numerous professional tutors. All full-time faculty have an advisee load of students from their academic department. Advisee loads vary from eight students to 150 students per faculty member based on program enrollment and the number of full-time faculty in the department. Faculty who believe their advisee load impacts their ability to teach can request a course release, stipend, support from the Learning and Advising Center, or other mutually agreed upon solution, as stated in the CBA.

The CMCC faculty members are an experienced and diverse group of professionals dedicated to providing a quality education to the students of CMCC. The vast experience of the faculty is in part due to the technical nature of the College. The faculty are not only professional teachers but also professionals in the field in which they teach. Student evaluations of faculty, a high level of student job placement, and the growth of the College are indicative of the performance of the faculty in support of the College s mission.

Full-time and adjunct faculty roles are defined by the collective bargaining agreements (CBAs) for each group. All faculty are integrated into their respective departments by invitation and participation in departmental meetings, campus events, and three college-wide faculty meeting days per year. Faculty also can advise student clubs and organizations.

Full-time faculty receive up to 1,400 per year for professional development. In cases where professional development must exceed 1,400 for a real need, the College funds the additional cost. Although adjunct faculty do not receive professional development funds, they are invited and encouraged to attend on-campus professional development activities, such as the Lunch & Learn series and eLearning trainings.

New full-time faculty complete a self-paced orientation that involves meeting individually with a list of department heads to learn about each department. The last stop on the orientation checklist is a meeting with the president. Department chairs support new faculty in their department by providing syllabi and enhanced support in the first year of instruction or longer if needed. For example, in the Nursing Department, new faculty complete a department-specific orientation process. New faculty learn how the department gives assignments, develops curriculum, and adheres to the nursing accreditation standards. They shadow experienced instructors during the first semester, and complete an off-site orientation process for clinical settings.

Adjunct faculty are given the opportunity to attend adjunct orientation each August. At the orientation, policies and procedures are discussed, technology questions are answered, and adjunct faculty can meet their department chair, campus administrators, and other adjunct faculty. They are also able to see the classroom(s) they will be instructing in and tour the campus.

The composition of the faculty reflects the institution s mission and programs, and is reviewed annually during the College s budget season. Each academic program is reviewed to determine the need for additional faculty, as well as if current enrollment and financial conditions can support the retention of all existing faculty. A department chair coordinates full-time and adjunct faculty, and the academic dean supervises all faculty.

The institution has an adequate number of faculty and academic staff in advising and student academic support positions. With the addition of an instructional designer in fall 2017, the College was able to address a long-identified need. Faculty are responsible for instruction, student advisement, academic planning, and understanding effective teaching/learning processes and assessment. Full-time faculty are encouraged to participate in policy-making, course and curricular development, and institutional governance.

The Recruitment and Hiring policy of the Maine Community College System (Section 414.1) ensures that preparations and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. The policy also ensures an open and orderly process for recruiting and appointing new faculty. Faculty and academic staff participate in the search process and the interviewing of potential candidates. As normal practice, the department chair serves on the search committee. Other faculty members in the department often participate in the hiring process as well.

CMCC is an equal opportunity employer (EOE), and publicizes itself as such. The EOE statement is published on pages 3 and 4 of the Affirmative Action Plan, and on the College website. At the start of each search committee for new hiring processes, members are read the Search Committee Briefing and initial that they understand it and will comply. The Search Committee Briefing addresses CMCC s goals for achievement in diversity among faculty and academic staff.

Each prospective hire is provided with a written agreement of initial appointment from the president. The agreement states the position, dates of employment and instructional consideration that might preclude or limit future appointment, such as an earned degree in a specific field by a certain date. The prospective hire receives two copies of the letter one to keep and one to sign and return to Human Resources.

Full-time faculty salaries and benefits are negotiated as part of the Collective Bargaining Agreement (CBA). The CBA ensures that salaries and benefits are set at levels designed to attract and retain appropriately qualified faculty and academic staff. The CBA allocates three days per year for meetings/trainings. CMCC schedules one meeting day each August and two each January. Full-time and adjunct faculty are invited to submit ideas for professional development topics/trainings for those days. In addition, adjunct faculty are invited to on-campus professional development events, such as the Lunch & Learn series, SLO assessment workshop, and the three annual faculty-meeting days.

Academic staff can submit requests for professional development funds. In the past, requests have been approved for professional development in the areas of advising, student success, prior learning assessment, learning outcomes assessment, online education, and training on specific software programs. The Learning & Advising Center representatives attend a regional advisor training program each year.

Full-time faculty assignments are determined through contractual negotiations between the Maine Community College System (MCCS) Board of Trustees and the Maine Education Association Faculty Unit. The current contract covers 2015 2017. The contract for full-time faculty is reviewed and renegotiated when it expires, and the contract allows for faculty responsibilities to be modified intra-contract by agreement between the MCCS administration and the Faculty Association.

Similarly, adjunct faculty assignments are determined through contractual negotiations between the Maine State Employees Association Local 1989, SEIU, AFL-CIO, CLC and the Maine Community College System Adjunct Faculty Bargaining Unit. The current contract was ratified in 2014, retroactively applied to 2012, and ended in June 2015. The terms of this contract remain in force until a new contract is negotiated.

The responsibilities of faculty and other members of the instructional team as well as other pertinent information are available from several sources the CMCC Faculty Handbook, the CMCC Department Chair Handbook, and the full-time and adjunct faculty CBAs.

The Faculty Handbook and Department Chair Handbook are available from the Office of Academic Affairs in print form and distributed to faculty mailboxes at the start of each academic year, accessible in Public Folders on Outlook and the Faculty HUB on CM*Connect*. The CBAs are available from the respective association offices and on the MCCS website. Policies for resolving grievances can be found in the fulltime and adjunct faculty CBAs.

The full-time faculty CBA contains a Statement on Professional Ethics. Policies exist at the MCCS level that specify expectations in regard to Ethics (Policy 416) Conflict of Interest (Policy 410) Harassment and Consensual Relations (Policy 202) and Non-discrimination, Equal Opportunity, and Affirmative Action (Policy 201). These policies are distributed by the president at the beginning of each academic year.

Full-time faculty are evaluated by the department chair using a college level Faculty Evaluation form, which complies with the faculty CBA. Forty-eight items grouped into the categories of job knowledge, curriculum development, instructional techniques, professional responsibilities, relationships, and communication are rated as satisfactory, needs improvement, or not applicable. Full-time faculty are evaluated at least once a year. New full-time faculty on probationary status (three years or less of employment) are evaluated twice each year. The academic dean evaluates department chairs in writing once a year. A face-to-face meeting to discuss the evaluation occurs in June, with a mid-academic year check-in occurring in December.

Students can evaluate each course they take through an electronic, end-of-course evaluation system.

A component of that critique is an evaluation of the instructor. While the bargaining agreement specifically prohibits including student evaluations in the permanent record of a faculty member, the knowledge gained from analysis of the critiques may be used in the faculty member s evaluation. All evaluations are accomplished with the knowledge and consent of the faculty member.

Scholarly expectations for faculty are outlined in each job posting at the time of faculty hiring. Some faculty are required to earn specific degrees, certifications and licenses as a condition of their continued employment. In most cases, a master s degree is required for each discipline.

In conjunction with the MCCS, CMCC supports a philosophy of equal access to at least one significant professional development experience for all members on an annual basis. Support may include physical, financial, technological, and administrative resources adequate to support this commitment to professional development. The Trustees encourage faculty members to undertake courses of study for self-improvement, which relate to areas of instructional responsibility.

The CMCC faculty prides itself on preparing well-rounded professional instructors who are committed to life-long learning and professional development. In keeping with this goal, Academic Affairs offers a Lunch & Learn Series through-out the academic year (some sessions are held in the evening as well). The topics covered are designed to provide information and ideas that relate to the role of the instructor.

CMCC recognizes and supports the value of Academic Freedom for all faculty. The college ensures this by complying with Article 8 (Personal and Academic Freedom) of the faculty CBA (Workroom).

Applicants for permanent faculty, advisor and staff positions must meet appropriate predetermined minimum academic and professional requirements. A search committee is established to examine applications and applicants. The individuals hired from the pool of qualified applicants will be those collectively determined by the committee to best fit the College s needs from the multiple perspectives of the committee.

Hires for temporary positions must meet appropriate predetermined academic and professional requirements. They are chosen by department heads as opposed to broad panels. Once hired, employees are encouraged to take advantage of professional development opportunities.

The Academic Affairs Department surveys the faculty and academic staff to determine how they can benefit from professional development opportunities. Some assessment conference reports identify how academic staff and faculty can be supported more effectively. Professional development funds are available to support staff and faculty to participate in trainings to enhance their effectiveness. The College s budget process is used to evaluate the support for staff and faculty and this is where request for additional support, whether it be new positions or professional development opportunities, are presented. Academic staff and faculty are also surveyed on the selection of Lunch & Learn topics and professional development presentation topics for their three annual meeting days. Effectiveness for teaching is done through an annual evaluation and course evaluations.

APPRAISAL

The strength of the CMCC faculty is its professional experience and diversity. Most full-time faculty come from industry, which helps fulfill the institutional mission to offer technical education that prepares students for employment and/or continued education. While the College has long recognized the benefits of having more full-time faculty members to serve our students, budget constraints continue to preclude that possibility. Adjunct instructors are not only necessary but often add a great deal to programs by injecting fresh ideas and workplace perspectives.

A recent change in adjunct faculty orientation, started in August 2016, resulted in multiple orientation sections that allowed for smaller work groups at each session. This change made orientation more manageable and informative than the previous format when all adjunct faculty attended at the same time in the evening, just days before the semester started. Day and evening programs are offered to accommodate adjunct faculty who have jobs elsewhere. The schedule change has also been helpful to department chairs and administrators. The Thursday before the semester starts, which was when adjunct orientation used to be held, is also the official first day back for full-time faculty. This was not an opportune time for adjunct orientation, since administrators and faculty were obliged to participate in meetings/trainings all day.

Adjunct numbers are particularly high in many programs and our continued ability to find qualified instructors is a concern for certain programs (e.g. Medical Coding, Electromechanical). The College s reliance on adjunct faculty does present certain challenges. For example, the material covered and student assessment of that material may not be consistent from section to section when multiple sections are taught by adjuncts. In addition, since most adjuncts are seldom on campus except when they are teaching, students often have difficulty finding times to meet with them.

The racial and ethnic makeup of the College s staff and faculty continues to be less diverse than that of our student body, and attracting a more diverse applicant pool remains a challenge for this institution. The College was successful in hiring a member of the local immigrant community in 2016 to serve as the new Learning and Advising Representative. In addition, the diversity of the College faculty grew this past fall with the hiring of a new chemistry instructor. This instructor provides students in the Life Sciences program with the opportunity to learn and work with someone from a different culture, something they will need to do as they pursue careers in this field.

In September 2017, the College added an Institutional Designer to the Office of Academic Affairs to offer ongoing consistent support to faculty to help with educational efficiency and effectiveness. Many faculty members are hired from industry and usually do not have a background in pedagogy. Support for understanding effective teaching and learning processes is provided through Lunch & Learn seminars and other trainings. All full-time faculty were invited to a higher education Assessment Conference held in N.H. in May 2017, with registration and travel costs paid. All full-time and adjunct faculty were invited to an on-campus assessment workshop in June 2017. Other trainings regularly take place during the three annual faculty meetings days. During the past five years, 35-45 percent of faculty members have participated in some form of professional development, which includes graduate level classes, conferences, seminars and training in their fields. The College received and honored 25 Administrator s requests for professional development funding in the amount of 26,093.25 between the dates of 7/1/15 through 6/30/16.

Many full-time faculty members are involved in course and curricular development and institutional governance. A list of committees is issued at the start of each academic year. It is usual for committees to remain intact from the previous year unless a committee member has retired or asked to no longer serve on the committee. Faculty can request which committee they serve on, or not to serve at all.

Every fall and spring, the president reminds faculty and staff of their responsibilities to know and comply with MCCS policies at the faculty meeting days. Sufficient guidance exists for faculty to understand and comply with expectations regarding their responsibilities.

The balancing of the faculty workload and alignment with the College s mission for full-time faculty is managed routinely, consistently, and professionally. In very rare circumstances and on a case-by-case basis a course release is granted if institutional conditions require a full-time faculty member to allocate time to a special project. Currently adjuncts are assigned using the preference pool criteria as stipulated in their CBA. Adjunct faculty can instruct up to 15 credits per academic year, with no more than nine credits in one semester. Winter term and summer session instruction does not count toward the 15-credit maximum. In rare circumstances, such as when the assigned faculty member is not able to fulfill their responsibilities close to or after the start of the semester, the 15-credit maximum is exceeded.

The student completed end-of-course evaluations were moved to an online platform in the 2015-2016 academic year. Faculty members can access evaluations through the student management system as soon as grades close. The response rate from students has decreased since the implementation of electronic evaluations. Some departments, such as nursing, have received permission to return to paper evaluations. The department chairs and/or academic dean meet with faculty members to discuss and agree to an improvement plan if evaluations reveal patterns of concerning issues.

Department chairs complete faculty evaluations for their department. Copies are given to the faculty member and the dean of academic affairs for review. Evaluations are then filed in the employee s personnel file. Department chairs are asked to evaluate themselves and their programs on an annual basis the academic dean meets with each chair to discuss these evaluations. These meetings are also used as a planning session for upcoming program changes and brainstorming.

TEACHING AND LEARNING

DESCRIPTION

The content and methods of instruction are formally reviewed for each program every five years. The Program Review allows programs to reflect on the academic and professional standards and expectations in their respective fields. Ongoing review, although less formal, occurs in the interim.

Each department s Program Advisory Committee suggests educational improvements. This group of local professionals meets twice a year at minimum and help the departments make changes that mirror the current industry standards. Departments and instructors can also gain a better understanding of what and how students learn by participating in the monthly Lunch & Learn sessions on campus. Student learning needs are supported by the Instructional Resources and Technology committee. This committee provides oversight to the selection and implementation of AV resources within the classrooms.

The curriculum map, a visual of what and how students are learning, offers considerations for educational improvement and understanding of program goals among faculty. During the spring 2017 semester, program outcomes in numerous departments were edited to ensure they align with the curriculum.

Instructors can get help with instructional techniques and delivery systems by participating in the monthly Lunch and Learn sessions on campus, by using the On Course information that is sent to instructors once or twice a month, and through external professional development activities of their own choosing.

Instructors pay particular attention to the recommendations from the Program Advisory Committee and the Academic Programs Committee in the areas of course objectives and student learning outcomes for every course. As discussed in Standard 4, the College has implemented numerous Program Advisory Committee recommendations, such as adding an associate degree in Culinary Arts and a co-op program in Building Construction Technology increasing the use of Autodesk Revit software in the Architectural & Civil Engineering program and adding a math course in the Nursing curriculum to support greater success rates in dosage calculations.

Delivery systems for courses include face-to-face, hybrid, and online, providing flexible delivery methods to meet student needs. A limited number of programs are offered 100 percent online. The list currently includes Medical Coding, Human Services, Criminal Justice and General Studies. A goal listed in the Strategic Plan is to increase the number of 100 percent online programs offered. CMCC offers a free, self-paced, online course that teaches instructors how to use eLearning, the online learning platform.

While the College does not plan to add any full-time faculty to support the expansion of online programming, a need will likely arise to add adjunct instructors or to offer current adjunct instructors additional course section(s).

In addition to the self-paced online training available for eLearning that is offered to all faculty and staff up to three times a year, the following trainings have been offered on-campus over the past three years Strategies to Incorporate Active Learning into Online Teaching Developing eLearning Assessments Using Rubrics in eLearning Creating Accessible Instructional Materials Fostering Student Success in Online Learning Using Campus Pack Journal and Blog Features The Benefits of an Online Course Template Impact of Online Learning Online Grading and Attendance and eLearning Tips & Hacks.

Student-support services available to online learners include the Online Writing Center and online tutoring in math and science. Online General Studies students have an advisor from the Learning & Advising Center, and students in the other 100 percent online programs are assigned a faculty member from their program.

CMCC s Disability Access Statement addresses student capabilities and learning needs. If a student has a documented disability, they can meet with the College disabilities coordinator to request an academic or other accommodation.

This institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. Faculty in Math and Science have used EAST grant funds to improve curriculum in terms of Universal Design Learning (UDL). Trainings for faculty and staff are offered at the beginning of each semester during faculty days.

Some other examples of how the College works to improve teaching and learning include the following

- Equipment has been purchased and vodcasts have been designed for science courses using EAST grant funds.
- Agendas and attendance of Lunch and Learn sessions.
- Business Program capstone course utilizes specific software and promotes team teaching.
- BCT pilot program was offered in the spring of 2016 with a cohort of five students. Special topics courses were created to experiment with how the courses should be developed in the future. Based on what was learned, formal course requests will be written to be implemented in the academic catalog for the Fall 2018 semester.
- Special topics in literature, criminal justice, and other courses are offered regularly.
- A playground design course is offered as part of the Early Childhood and Architectural & Civil Engineering programs.
- Development and offering of new programs.
- Articulation agreement with the University New England Pharmacology Program.
- An all-staff/faculty workshop held in June 2017 that focused on assessment and a discussion of the 2017 CCSSE results.
- CATs resource book that supports any department who wants their faculty to meet (with refreshments or desired resources).
- Nursing testbank workshop.

Courses are developed and piloted regularly interdisciplinary courses are encouraged. New programs and courses are developed in response to current and future community needs. The Life Sciences program initiatives, new courses, and the Honors program were developed to provide a more rigorous STEM education to students seeking transfer to baccalaureate programs in the sciences. The Building Construction program has created an option similar to the College s Ford ASSET model where students rotate through eight weeks at a construction site and eight weeks in classes on campus for the length of the program. Some programs offer Capstone courses that offer specific learning opportunities and require team teaching. This adds value to the experience for students taking the courses. It encourages experimentation to improve instruction as well.

Precision Machining Technology (PMT) faculty received a grant in the fall of 2013 to create a hybrid advanced certificate option. It was the first advanced certificate at the College and since then, five other advanced certificates in other programs have been developed. In the four years since the PMT advanced certificate creation, the curriculum has been revised and improved. For example, PMT faculty determined that additional lab time was needed in three of the courses. They submitted changes and gained approval through the governance process to expand each of the three lab classes by one credit hour.

All matriculated students are assigned an advisor. In all programs except General Studies, the primary advisor is a faculty member. General Studies students are advised by the Learning and Advising Center. Students can access the name of their advisor and email address in CM*Connect*. In the departments that do not have full-time faculty, Medical Coding and Physical Fitness Specialist, an adjunct receives a stipend to advise students in those programs. Advising is provided to all students by multiple methods including email, phone, or on campus meetings. The Learning and Advising Center staff serve as additional advising support. In addition, students identified with

certain challenges and risks, such as being a first-generation college student, are eligible for TRIO support services and have an additional advisor.

APPRAISAL
The College needs to focus more attention to assuring consistency across sections of the same course so students in all sections are equally prepared for the course that follows. Student-learning outcomes assessment has become an increasing priority for the College. Determining what and how students learn across a program can be difficult to measure, and that measurement can be difficult to demonstrate. Continued professional development opportunities need to be provided to faculty to increase their knowledge and skills on how to achieve effective and consistent measurement. The College needs to build on the momentum of the past year, when curriculum mapping and assessing program-learning outcomes across the curriculum were emphasized, and when professional development opportunities (e.g. the New England Regional Assessment Conference in May and the June CMCC Faculty Workshop on Assessment) were offered to faculty.

Instructional techniques for using the online learning platform are aided through the offering of a free online training course, available to all faculty. Additional resources on instruction can be found on the Faculty Hub.

Methods of instruction are appropriate to the students capabilities and learning needs accommodation information and coordinator s contact is on every syllabus. The disabilities coordinator offers suggestions to faculty on effective ways to address accommodations.

Advising effectiveness is periodically assessed by the Noel Levitz Survey, which the College administered in the spring semesters of 2010, 2012, 2014, and 2017. The Academic Advising Effectiveness scores have been consistently high for the College. In addition, CCSSE surveys benchmark summaries show that the engagement of CMCC students in the advising process is at or above average when compared to other comparable schools in 2009, 2011, 2013, and 2016. The TRIO program advises 175 qualified students per year. During the 2015-16 year the persistence rate was 68 percent 83 percent of the students were in good academic standing. During the 2014-15 academic year, the persistence rate was 75 percent 70 percent of the students were in good academic standing.

CMCC joined the Achieving the Dream (ATD) Consortium in June 2017 (described in Standard 2). Through this work, the gathering, dissemination, and assessment of data will increase in new ways. Led by the Institutional Research Office, the ATD Core Team and the ATD Data Review Team, the actions put in place during the College s first semester with ATD are the development of data matrixes creation of a data dictionary a standard data request form a data review team a newsletter that shares data points and a data request follow-up form asking how the data was used and for decisions made based on the data. These strategies will be built upon in future semesters.

Over the past five years, approximately 40 percent of faculty members, representing ten or more different departments, have used professional development funds for graduate level coursework, conferences, seminars and training in their field. CMCC provides support for scholarship and creative activities, and over the past five years, four faculty members have taken sabbaticals.

Upon receipt of a grant In December 2015, the College piloted an Honors Program, open to students in the Life Sciences program. An adjunct biology instructor was hired to also serve as the Honors College coordinator. Grant funds were also used to research best practices in honors programs and to participate in professional development by meeting with honors coordinators around the country. The information gathered was used to design a program that would include an honors seminar course and other means for students to earn points and maintain their status as an honors program students.

The advisor and several students in this program participated in two national conferences and also travelled to other higher education institutions, including Harvard University in March 2017, to investigate research projects and gather information for their own research. The Honors Program has also hosted on-campus events and sponsored a guest lecture series.

The Life Sciences Honors Program is now in the second year of a two-year grant, although the College plans to continue it beyond the life of the grant. Moving forward, CMCC plans to expand the honors program college wide. However, during the pilot phase the College discovered that it can be a challenge to attract and retain students in the program. Many students who were eligible chose not to participate because of the time and energy required.

Working in collaboration with Academic Affairs, the Honors Program coordinator developed a report that examines the successes and challenges of the program upon the completion of its grant period. (Workroom).

PROJECTION

- The College will work to offer more faculty professional development opportunities on campus that align with the goals identified in the strategic plan and with the College s ATD priorities. The current Lunch & Learn program will remain intact, but will focus on offering professional development relevant to the strategic plan and ATD. By working with the College s ATD coaches, a calendar of a semester s worth of professional development activities, including but beyond the Lunch & Learn series, will be laid out starting in spring 2018. The professional development calendar can be added to as needed and as opportunities arise.

- The adjunct CBA now requires adjuncts to be paid annually for training. The continuation of this will likely help to increase the attendance at orientation, and will create a platform for new professional development opportunities such as the June 2017 Faculty Assessment Workshop that many adjunct faculty attended.

- Numerous faculty retirements are projected in the next few years. It will be important to hire faculty replacements who complement the existing skills and expertise in academic departments and workforce needs. CMCC will seek to increase the candidate pool for faculty and staff by involving alumni in activities such as Program Advisory Committees and other opportunities.

- A formal, consistent adjunct evaluation process will be developed by the dean of academic affairs with input from department chairs during the spring 2018 semester. Adjunct faculty unionized in 2013 and the College was advised not to change campus-based procedures with adjunct faculty members until the CBA was in place for several years which is what led to a delay in doing this.

- The Academic Affairs Office will continue to administer student end-of-course evaluations and seek ways to increase the student response rate with the online evaluations. Academic Affairs will decide by fall 2018 to continue with the online evaluations or return to the paper and pencil version.

- During the spring 2018 semester, the Academic Affairs Office and Institutional Researcher will try to determine why CMCC students lag behind the CCSSE mean in Student Effort (Students own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals) and what additional steps can be taken to address this.

- The Offices of Student Services and Planning and Public Affairs will evaluate advising effectiveness on a yearly basis through student satisfaction surveys and focus groups.

- The dean of academic affairs and dean of student services will work with the Honors Program coordinator during the spring 2018 semester to expand the Honors Program (beyond the Life Sciences program) by fall 2018.

6.1

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 15)	2 Years Prior (FY 16)	1 Year Prior (FY 17)	Current Year (FY 18)
? Number of Faculty by category				
Full-time	55	54	54	53
Part-time				
Adjunct	146	148	149	130
Clinical				
Research				
Visiting				
Other specify below				
Total	201	202	203	183
Percentage of Courses taught by full-time faculty				
? Number of Faculty by rank, if applicable				
Professor				
Associate				
Assistant				
Instructor	55	54	54	53
Other specify below				
Adjunct	146	148	149	130
Total	201	202	203	183
? Number of Academic Staff by category				
Librarians	3	3	3	2
Advisors	6	6	6	6
Instructional Designers				1
Other specify below				
Academic Office Staff	3	3	3	3
Total	12	12	12	12

Please enter any explanatory notes in the box below

Does not include dual enrollment instructors
Learning & Advising Center (LAC) and TRIO Success Center

6.2

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 15)	2 Years Prior (FY 16)	1 Year Prior (FY 17)	Current Year (FY 18)
Highest Degree Earned: Doctorate					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	3	3	3	4
	No rank				
	Other				
	Total	3	3	3	4
Academic Staff	Librarians	0	0	0	0
	Advisors				
	Inst. Designers	0	0	0	1
Other specify					
Highest Degree Earned: Master's					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	30	30	30	32
	No rank				
	Other				
	Total	30	30	30	32
Academic Staff	Librarians	3	3	2	1
	Advisors	4	4	4	4
	Inst. Designers				
Other specify					
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	12	12	12	11
	No rank				
	Other				
	Total	12	12	12	11
Academic Staff	Librarians	0	0	0	1
	Advisors	1	1	2	2
	Inst. Designers				
Other specify					
Highest Degree Earned: Associate's					
Faculty	Instructor	3	3	3	3
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	3	3	3	3
	No rank				
	Other				
	Total	3	3	3	3

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other specify					

Please insert additional rows as needed

6.3

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 15)		2 Years Prior (FY 16)		1 Year Prior (FY 17)		Current Year (FY 18)	
	FT	PT*	FT	PT*	FT	PT*	FT	PT*
? Number of Faculty Appointed								
Professor								
Associate								
Assistant								
Instructor	3		3		2		1	
No rank								
Other								
Total	3	0	3	0	2	0	1	0
? Number of Faculty in Tenured Positions								
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	0	0	0	0	0	0	0	0
? Number of Faculty Departing								
Professor								
Associate								
Assistant								
Instructor	4		1	1	2		0	
No rank								
Other								
Total	4	0	1	1	2	0	0	0

? Number of Faculty Retiring

Professor								
Associate								
Assistant								
Instructor	3		1		2		0	
No rank								
Other								
Total	3	0	1	0	2	0	0	0

Fall Teaching Load, in credit hours

Professor	Maximum							
	Median							
Associate	Maximum							
	Median							
Assistant	Maximum							
	Median							
Instructor	Maximum	15.00		15.00		15.00		15.00	
	Median	12.00		12.00		12.00		12.00	
No rank	Maximum							
	Median							
Other	Maximum							
	Median							

Explanation of teaching load if not measured in credit hours

CMCC currently has no instructors classified as part time. Appointments, departures, retirements, etc. for adjuncts are not tracked.

6.4

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 15)		2 Years Prior (FY 16)		1 Year Prior (FY 17)		Current Year (FY 18)	
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed	**FT**	**Adjunct**	**FT**	**Adjunct**	**FT**	**Adjunct**	**FT**	**Adjunct**
?								
Architectural & Civil Engineering Te	1	2	1	1	1	3	1	3
Automotive Technology	5	1	5	1	5	1	5	1
Building Construction Technology	1	2	1	2	1	2	1	1
Business Administration and Manag	5	16	5	12	5	10	4	12
Communications/Humanities	6	49	6	45	6	46	6	34
Computer Technology	2	4	3	2	3	3	3	1
Criminal Justice	2	7	2	6	2	5	2	6
Culinary Arts	1	2	1	1	1	1	1	1
Early Childhood Education	2	4	2	4	2	4	2	2
Electromechanical Technology	3	1	3	1	3	0	3	0
Graphic Communications	2	2	2	2	2	3	2	3
Human Services	1	5	1	3	1	3	1	3
Life Sciences and Allied Health	0	13	4	22	4	23	4	22
Math/Physical Sciences	7	33	3	22	3	23	3	17
Medical Assisting	1							
Nursing	9	3	8	3	8	3	8	4
Precision Machining Technology	5	5	5	3	5	1	5	0
Social Sciences	2	30	2	18	2	18	2	20
Total	55	146	54	148	54	149	53	130

Please enter any explanatory notes in the box below

included the 8 instructors in Life Sciences that year Included in Life Sciences and Allied Health

6.5

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on

Faculty	Full-time	Adjunct	Total Headcount	Headcount Goal (FY 19)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Regular Instructor Male American Indian/Alaska Native	1		1	1
Regular Instructor Male Asian	1		1	1
Regular Instructor Male Hispanic or Latino	1		1	1
Regular Instructor Male White	30		29	29
Regular Instructor Female Asian	2		2	2
Regular Instructor Female Hispanic or Latino	2		2	2
Regular Instructor Female White	17		17	17
Adjunct Instructor Male Black or African American		1	1	3
Adjunct Instructor Male White		60	60	60
Adjunct Instructor Female White		69	69	68
Adjunct Instructor Female Black or African American	53	130	183	185
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (FY 19)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Admin Support Male White		0	0	0
Contractual Support Male White		0	0	0
Contractual Support Female White		0	0	0
			0	0
Professionals Female Hispanic or Latino	1		1	1
Professionals Female White	18		18	18
Admin Support Female White	5		5	5
Ex/SrOff&Mgrs Female White	3		3	3
Service Wkrs Female White	5		5	5
Technicians Female White	2		2	2
Professionals Male White	13		13	12
Professional Male Black	1		1	2
Professional Female Black	0		0	1
E /SrOff&Mgrs Male White	4		4	4
Service Wkrs Male White	11		11	11
Craft Wkrs Male White	1		1	1
First/Mid Lv Off/Mgr Male White	2		2	2

Please enter any explanatory notes in the box below

The College foresees very few openings in the near future so the headcounts above are likely to change very little.

Standard 7

Institutional Resources



STANDARD 7: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

DESCRIPTION

The faculty and staff of Central Maine Community College (CMCC) are an experienced and diverse community of professionals. Of the full-time faculty and staff, 30 percent have been employed at the College for over 15 years. As evidenced in the Data First Forms (7.1), the College employs 53 full-time faculty, 75 professionals and staff, and 149 adjunct faculty sufficient to support and manage the academic pursuits of 1,180 full-time and 1,767 part-time students in accordance with our mission. The College ensures a sufficient number of personnel by assessing student enrollment needs to include tracking the number of course registrations, as well as courses offered and staffed each semester. The Academic Affairs office has never cancelled a course due to the lack of an instructor to teach the course, nor has the dean of student services refused to offer - or been forced to cancel - an activity because faculty or other professional staff were not available.

As described earlier in this narrative, the College also analyzes data and information gained from student surveys, Program Reviews, Assessment Conferences, and Program Advisory Committee recommendations, to ensure a sufficient number of employees. For instance, during the beginning of the NEASC preparation and strategic planning processes, the College became acutely aware that our New Mainers population was underserved in the Learning and Advising Center. The College successfully recruited and hired a member of the Lewiston-Auburn Somali population to serve as a learning and advising representative in that Center, as well as to serve as a CMCC outreach representative in the community. Samples of various surveys, Program Reviews and Assessment Conference reports are included in the Workroom.

The College recruits and hires employees according to the Personnel and Employee Relations Policies of the Maine Community College System (MCCS), as well as those in collective bargaining agreements and the College s hiring guidelines. MCCS Policy 414 states, MCCS shall seek to appoint only the most qualified persons to fill teaching, service and administrative positions. All criteria for consideration, evaluation and appointment are stated in the notice of position vacancy. In accordance with these hiring policies and guidelines, the College assembles and trains a search committee, which observes strict confidentiality rules and all state and federal legal requirements.

A review of academic credentials currently held by CMCC employees revealed that, of the 53 full-time faculty members, 34 hold a master s degree and four hold a doctoral degree. In addition to degrees, the College is fortunate that many faculty members possess experience in the fields in which they teach. While those numbers are available in the Data First Forms (6.2) and IPEDS, currently, five faculty members are pursuing additional academic qualifications. Of the 75 professionals and staff, 24 hold master s degrees, 15 hold baccalaureate degrees, and 19 hold associate degrees. As technologies continue to evolve, it has become apparent through information gleaned at Program Advisory Committees, Program Reviews, and Assessment Conferences that specific or upgraded qualifications would be helpful for employees to obtain.

The College has been able to attract, compensate and retain qualified administrators, faculty, and staff through the filling of position vacancies posted on the MCCS and college websites, JobsinMe.com, HigherEdJobs.com, LinkedIn, the Chronicle of Higher Education, and appropriate listserves. The College endeavors to reach the most qualified pool of candidates. The terms of

employment and compensation are made clear by the dean of human resources or her designee during the initial request for interview, to ensure that the candidates are comfortable with what the College can offer according to collective bargaining agreements and budget restrictions. The terms of employment, reporting designation and compensation are further refined and offered in the appointment letter given to the candidate.

The College follows policies for employee evaluation that are part of collective bargaining agreements, which can be found on the MCCS intranet site. The College has developed a system by which the payroll department sends administrators and support staff supervisors an email reminder including the appropriate evaluation form approximately two months before a review is due. Faculty evaluations are tracked in the Academic Affairs office.

The College encourages and supports employees in their pursuit of relevant continuing education and training. For faculty and staff members to remain current in their fields, CMCC makes professional development funds available in accordance with MCCS collective bargaining agreements with the Maine Education Association s Faculty and Administrators Units, and the Maine State Employees Association Supervisors and Support Units. To support these endeavors, employees may be granted flexible schedules, release time, or sabbaticals to pursue degrees, update certifications and licensing, or attend conferences. Faculty professional development activities are coordinated through the dean of academic affairs, and activities for administrators and staff are coordinated through the dean of human resources, as outlined in CMCC Policy 405. (Workroom). During the 2016-2017 academic year, approximately 57,000 was budgeted for professional development activities at the College.

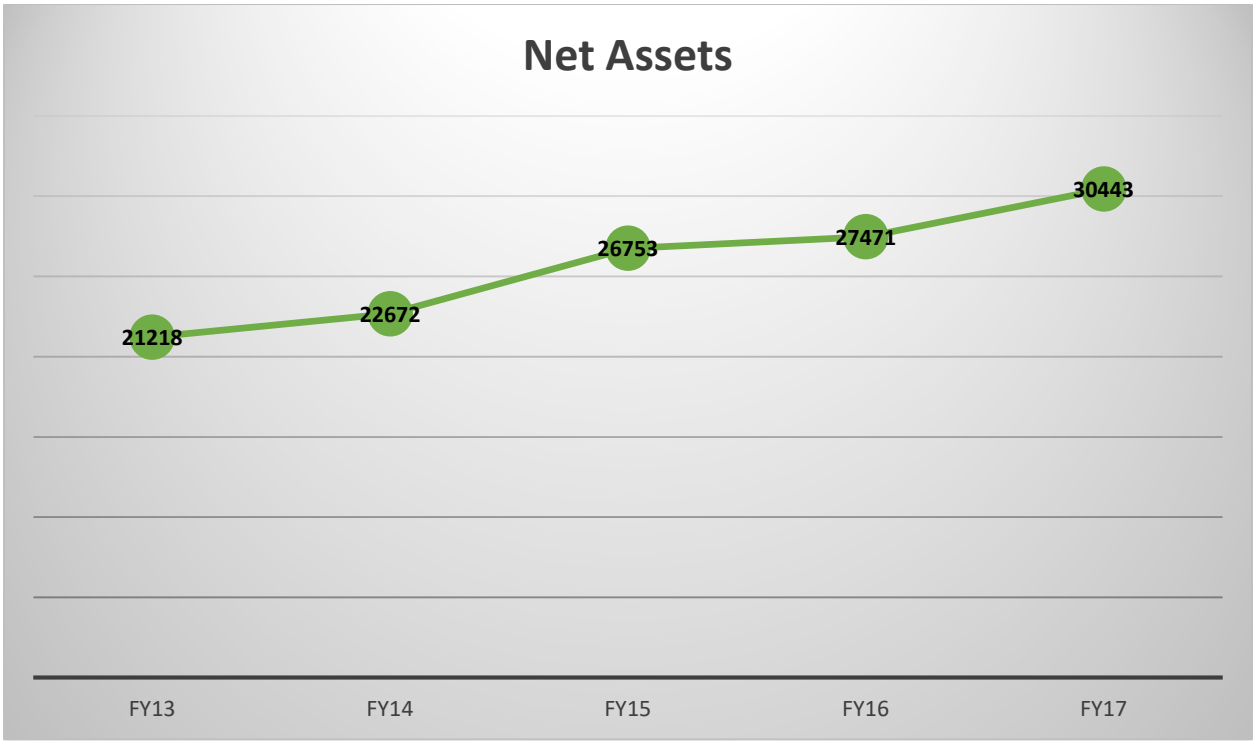
APPRAISAL
As CMCC s financial situation has remained stable, the College has been able to employ a sufficient number of qualified personnel to fulfill its mission. To retain well-qualified faculty and staff, the College makes clear to prospective employees - prior to an interview - what the compensation, benefits and expectations are provides professional development funds and facilitates periodic performance evaluations. There is an opportunity to improve the turnaround times on evaluations to ensure that they are completed in a timelier manner.

FINANCIAL RESOURCES
DESCRIPTION
Central Maine Community College (CMCC) is one of seven colleges in the Maine Community College System (MCCS). The MCCS is an instrumentality of the State of Maine and is included in the combined financial statements of the state. The combined financial statements of the MCCS are prepared on an accrual basis in accordance with the principles of fund accounting. Resources are segregated into funds with limitations and restrictions placed on their use by the MCCS Board of Trustees. Each fund is a self-balancing set of accounts for recording assets, liabilities, fund balances, and changes in fund balance.

Fiscal control is exercised by the MCCS by way of a fully centralized finance/accounting/student information system. The MCCS Finance Policy and Procedures Manual, which can be found on the MCCS intranet site, contains policy statements in keeping with generally accepted accounting principles the MCCS Finance Policy and Procedures Manual contains details of approved accounting procedures and dictates how certain transactions are to be recorded.

The College had been in a period of growth since the previous self-study in 2008, with consistent enrollment growth through fall 2014. This allowed for increases in capital investment in facilities and equipment. These investments have been made in concert with CMCC s Mission Statement, Strategic Plan, Facilities Master Plan, and Capital Plan (Workroom). The Executive Cabinet is responsible for allocating the College s financial resources to reflect the priorities set in these documents. CMCC is in a healthy financial position and remains financially stable despite enrollment becoming essentially flat and with only small increases in tuition, fees, and the state appropriation.

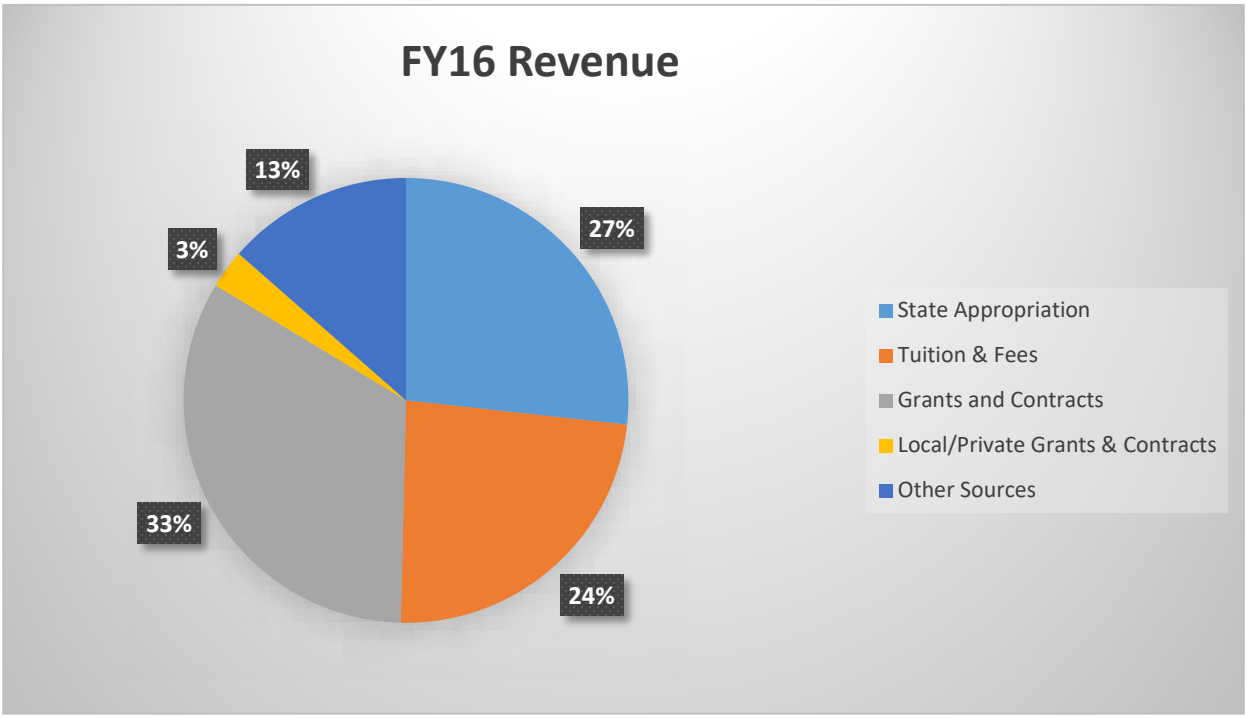
The operations of the College have remained consistent as evidenced in Data Form 7.3. The fluctuations that CMCC experiences are typically due to enrollment growth or decline, which are addressed when necessary through reducing operating expenses. The debt on CMCC s financial statement is an MHHEFA Series 2016A revenue bond that was issued in September 2006 for the construction of Rancourt Hall (residence facility).



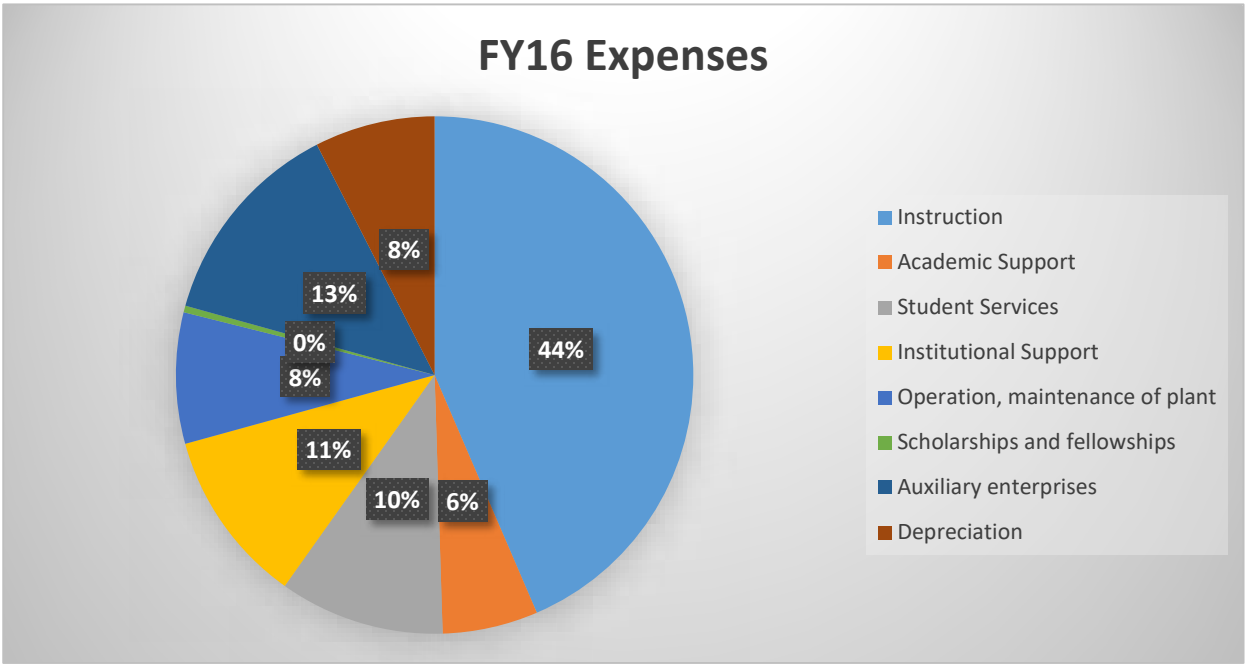
From June 30, 2013 to June 30, 2017, CMCC s net assets increased 43.5 percent or 9.225 million (Data Form 7.5), which is evidence of the College s investment in capital assets, commitment to renewal and replacement efforts, and the strength of standing reserves.

The physical resources of the institution have increased significantly since the last NEASC review. As evidenced on Data Form 7.8, there has been a construction or renovation project every year since 2008. The College has invested 13 million in 60,000 square feet of additional academic and residential space. Certain improvements (electrical looping, solar domestic hot water, conversion to natural gas) have also contributed to controlling utility expenses.

While close to 25 percent of college revenue comes from tuition and fees (paid directly by students and/or financial aid), CMCC and the other MCCS colleges receive a state appropriation. This appropriation represented just over 26 percent of total College revenue in FY16. The balance of the revenue is derived from state, federal, and private grants as well as auxiliary operations.



As indicated in the Data Form 7.3, CMCC maintains a consistent level of funding in all categories of operating expenditures. The majority of the funds (49.5 percent in FY16) are allocated to instruction and academic support.



The College develops a budget that draws upon the Strategic Plans of both CMCC and the MCCS. The MCCS System Office supplies the College with wage, benefit, and state appropriation forecasts, and the College determines the enrollment, staffing levels, and use of the operating budget.

The College s budgeting process is inclusive, effective, and well understood. The process starts in February with a cabinet-level review of the Strategic and Capital plans enrollment projections and the status of academic programs. From this information, the president issues direction for the cost-center managers to use in their operating budget development. Once the cost-center information is received and compiled by fund, the cost center managers then meet with the executive cabinet to explain their request in detail.

Capital requests are also submitted with the operating budgets and are included in the discussion for the upcoming year s budget. Capital requests are considered during the budget process for inclusion in the College five-year Capital Plan and/or Strategic Plan. A projection of current year-end finish is prepared and reviewed after the start of the spring semester. This projection, when positive, has been used to determine if there are strategic capital items requested during the budget process that can potentially be purchased and utilized early, during the current fiscal year.

The process ensures that program and technology needs are properly addressed and included in planning efforts. Using conservative enrollment and housing occupancy estimates, the College builds contingency reserves into the budget every year.

Once budget hearings are completed and departmental budget requests revised, the dean of finance and general services submits CMCC s balanced budget to the MCCS Office for inclusion with those of the other Maine community colleges. These are then presented to the MCCS Board of Trustees for review and approval, usually at their June meeting. The College has a chance to amend the budget in September after many line items solidify (bargaining unit agreements are signed and enrollment for the fall semester is more accurate). Any College amendments to the budget are again brought to the Board of Trustees for review and approval. Projections for fiscal year end are prepared after the March month-end close for inclusion in the Board of Trustee financial update information.

Biennial budgets are prepared and submitted to the System Office for compilation and presentation to the Board of Trustees. These projections are conservative since possible tuition increases and grant funding is unknown at the time of development. Preparation of these budgets enable the College to plan for any imminent reduction or expansion of staff and/or faculty, as well as planning for strategic investment in educational equipment.

CMCC has kept total operating expenses under budget every year since 2008. As a result, the College has been able to transfer funds to the renewal and replacement fund balance and CMCC s standing reserve. These reserves provided much of the funding for the construction of The Tower in 2015 and other renovations identified in the Strategic Plan and Facilities Master Plan (Workroom).

The College maintains a staff of five professionals in the Business Office, most of whom have over 25 years of service with the institution. Each member concentrates on a different aspect of the department s day-to-day operations. They are supervised by the manager of financial services who reports to the dean of finance and general services. CMCC follows board-approved financial policies and procedures set forth by the MCCS.

The CMCC Business Office staff work with department chairs and cost-center managers to procure supplies and equipment needed to support the College s various departments. The Competitive Procurement Policy 803, found in the MCCS Financial Procedures Manual, requires competitive bidding for all items that exceed 1,000. (The complete Manual is in the Workroom).

For purchases under 10,000, quotes can be obtained and documented by telephone, email, or website. If a purchase is expected to exceed 10,000, a Request for Proposal or Bid is issued to solicit bids. The Accounts Payable Accountant and dean of finance often assist college personnel with this document and the evaluation process of the bids received. Purchases in excess of 25,000 require a Request for Proposal that must be advertised in the newspaper and often include interviews of the highest-rated respondents.

Monthly analysis of internal performance is completed through a variance report that is submitted to the MCCS system office for compilation and reporting to the Board of Trustees. Any category variance that exceeds 10,000 or is greater than 10 percent of the budget requires an explanation. The dean of finance and general services completes the variance report and prepares a dashboard that is submitted for monthly review with the president. This dashboard provides major category comparisons to prior year and also looks at trends in the accounts receivable aging and balance.

The Maine Community College System is audited annually. The site audit is currently conducted by the CPA firm of *BerryDunn,* and consists of a full review of controls, procedures, and finances in accordance with generally accepted accounting principles and Government Accounting Standards. The external auditing firm produces the consolidated financial statements and supplemental information for the MCCS, which includes the independent auditor s report and government reports in accordance with the Uniform Guidance. College-specific financial statements are issued from the system office based on each individual college s financial information.

APPRAISAL

CMCC continues to be financially stable. Each year the College is able to contribute to the fund balance, building on both the standing reserve and the reserve for renewal and replacement. At the conclusion of FY16, the designated standing reserve (a portion of the unrestricted) was over 1.6 million. This was an increase of one hundred percent in the standing reserve over three fiscal years (in FY13 the standing reserve was 801,000). The total unrestricted fund balance was 6.4 million. This fund balance remained virtually level, even with the College using over 4 million from these funds to build a new academic building during this same time period.

Capital investments continue to support the academic environment. Along with the completion of The Tower, our new academic building that opened in fall 2015, there are three projects that were completed in fall 2017, representing an investment of approximately three million dollars

- A 3,500-square foot addition to the Precision Machining Technology (PMT) wing and an extensive interior renovation of the existing PMT space containing classrooms, offices, rest rooms, and locker room.

- A renovation of three classrooms and a small computer lab in the 200 wing of Jalbert Hall. The College converted two of those classrooms into a new Early Childhood Education lab and the computer lab into a student lounge area. The third classroom was upgraded with newer technology and fixtures.

- Conversion of the former library into a new Learning Commons that includes the math/science and writing centers a computer help desk group and private study spaces library and reference support and an open computer lab.

Other improvements undertaken by CMCC since the 2008 accreditation visit include the following

- Jalbert Hall 100 Wing. New Central Services office, new Campus Store, new Graphic Communications classrooms, photo lab, security office, and facilities office.

- Phase One and Two Renovations. These included major upgrades to the 400 and 500 wings of Jalbert Hall and a new Criminal Justice lab.

- A campus-wide conversion to natural gas electrical looping upgrade a new fitness center in Kirk Hall a building construction technology dust collection system two new parking areas and solar domestic hot water and bathroom remodeling in the residence halls.

The MCCS has retroactively adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions,* amended by Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date,* as July 1, 2014. The pension plan is administered by Maine Public Employees Retirement System (PERS). The MCCS does not manage the defined benefit plan assets or directly control the benefits, but the MCCS is required to fund its share of the plan so that it can continue to honor the commitments made to retired employees.

The MCCS recognizes the actuarially determined cost of retiree health and life insurance benefits in accordance with the GASB Statement No. 45. In 2009, the MCCS created the MCCS OPEB Trust. The trust agreement allows the trust to accept contributions from MCCS to fund future retiree health and life insurance benefits, and limits the trustees to prudent investment of trust assets and payment of retiree health and life insurance benefit costs.

INFORMATION, PHYSICAL AND TECHNOLOGICAL RESOURCES

DESCRIPTION

The Information Technology (IT) Services department is staffed with a dean, a manager, and three full-time IT specialists. All IT staff report to the dean of information technology. The department also employs, in a work-study capacity, students from the Computer Technology program (who work a combined total of approximately 70 hours per week). The IT dean holds two associate degrees in computer technology, a baccalaureate degree in leadership and organizational studies, and more than 20 years experience implementing, managing and purchasing technology. All IT personnel have associate degrees in computer technology, one also has a baccalaureate degree in leadership and organization studies, and the other is currently pursuing a bachelors degree. The dean and his staff hold 28 industry-recognized technology certifications.

The Learning Commons (formerly the library), offers a variety of information resources and services to students, faculty, and staff to meet their needs. The physical space provides comfortable places for students to work quietly alone or in small groups. The Learning Commons also houses an open computer lab, the Writing Center, the Math/Science Center, and the Computer Help Desk. The Learning Commons has a mixture of comfortable lounge seating, tables, 18 computers, and quiet study carrels for patron and student use. A conference room with a computer, SMART Board, projector, and media viewing is available by reserve for group study and meetings. The rest of the space houses stacks of books and reference materials.

The Learning Commons staff members (who report to the associate dean of academic affairs) hold master s degrees in library science and additional degrees in other subject areas, complimented by many years of professional experience in the academic setting. The staff consists of a director of the Learning Commons, a Learning Commons librarian, and a part-time reference librarian. Work-study students supplement the coverage during the fall and spring semesters.

Students, faculty and staff have access to a variety of resources in print and electronic format. In keeping with current academic library trends, the library s collections are now predominantly electronic. Partnerships with other consortium extend access to various resources. Participation in Minerva provides access to the collections of more than 100 other Maine libraries. CMCC students, faculty and staff can order materials from Minerva and have them arrive within days thanks to a delivery service. CMCC has access to over 120 databases that are available through Proquest, Ebscohost, C Researcher, FirstSearch, and Marvel (the statewide collection of databases).

CMCC has made continuous strategic investments in technology to ensure that the campus has robust information, physical and technological resources. In just the past five years, the College has devoted over 1.6 million in funds from the Carl D. Perkins Career and Technical Education Grants to acquiring new equipment for our career and technical programs (See listing in Workroom).

Of the 25 computer labs available for student use, some are dedicated to specific academic programs with specific software requirements while others are general purpose labs equipped with the most commonly used software suites. Working in concert with the dean of information technology, department chairs assess technology needs within their departments and make budgetary recommendations for replacement and/or upgrading of computer and network hardware. Networks are monitored for bottlenecks and the IT department takes appropriate actions to remedy any network or computer system problems.

In fall 2014, CMCC added another internet connection for the Computer Technology program computer labs and Workforce and Professional Development Business Simulation lab. This connection, which has since been upgraded to 30 MB, provides more bandwidth for students to access online classes and remote access to computer lab data center

The campus utilizes three different internet service providers and four separate fiber connections for internet bandwidth. These allow for the separation of wireless network traffic from the primary network that supports the academic and business systems, as well as the network utilized by the College s computer technology program and residence halls.

In order to provide more bandwidth that allows resident students greater access to online classes and campus resources, the internet speed for the residence halls was increased from 100 to 200 Mbps (Megabits per second) in 2015. The router was upgraded to a Cisco 2901, the firewall upgraded to Sonicwall NSA 4600 HA (High Availability) Pair, and the Wi-Fi controller memory was also enhanced.

The College has recently moved from a VMWare hosted environment utilizing 8 CPUs (48 cores) and 768 GB RAM on a Dell M1000 Blade Center connected to several 48 terabyte EqualLogic SANs for storage to a hyper-converged platform consisting of three Nutanix production nodes running VMWare and a mirrored disaster recovery site consisting of three additional Nutanix nodes. Each Nutanix node consists of two CPUs (24 processors), 384 GBs RAM, 35 TBs of storage across 24 solid state drives. Our production cluster now consists of six CPUs (72 processors), 1,152 GBs RAM, and 105 TBs of useable storage. This further enhances our technology infrastructure and provides for the growth of data and computing needs for our academic and business environments.

The Jenzabar E Student Information System, which includes JICS (Jenzabar Internet Campus Solution) provides a robust, full-featured information portal that includes Jenzabar s eLearning LMS, grades, unofficial transcripts, mobile website, class schedule, campus groups, etc. It also contains retention software that includes a predictive model. In spring 2018, CMCC will be adding a competency-based testing customization to the Jenzabar eLearning LMS at a cost of over 20,000.

In addition to the new Learning Commons, the College has eleven study areas for student use, five of which include computers. The addition of new study areas or lounges are considered with every new construction or remodeling project. *Papercut*, a print management system, provides students and faculty access to printers in the classrooms, Learning Commons, kiosks, and adjunct faculty offices.

High-speed wireless internet is available across the entire campus including the residence halls. Jenzabar s LMS eLearning is used for grading statistics, capstone projects, and portfolio analysis. *Campus Pack*, which is integrated into eLearning, provides Blogs, Wikis, and ePortfolios.

Campus communications are facilitated by a phone system that provides voicemail and remote access for all faculty and staff. A new VOIP (Voice over Internet Protocol) phone system was installed in 2015. Likewise, an email system is available for all faculty and staff. Microsoft licensing agreements allow faculty and staff to have use of Microsoft products on home computers. The College has an Adobe volume license that provides installation of Creative Cloud on all college-owned computers and allows staff/faculty to purchase Creative Cloud for use on personal

computers. Many labs are equipped with audio/visual equipment including projectors, whiteboards, smartboards, Blue-ray/DVD players and visualizers. Many of these A/V setups are controlled by Extron boxes, which increases ease of use. JICs and eLearning as well as library resources are available online.

All students, employees and others using computing resources owned or operated by the MCCS are expected to adhere to the MCCS Computer and Network Use Policy. Housing students are informed to follow the policies set forth in the Dorm Network Use policy. All employees, including work-study students, are required to sign a confidentiality agreement, and employees are also required to change their passwords every 90 days. Those passwords must meet complexity requirements. The IT department uses group policies to enforce a comprehensive network security policy and utilizes software to monitor compliance.

Security Metrics is used to scan the network for vulnerabilities and assist in maintaining a PCI compliant network. Our endpoint protection and firewall technology is regularly updated to safeguard from emerging threats. The College network and servers are monitored with special software in order to maintain 99.99 percent ERP/Student information System and e-mail uptime.

The College s new Disaster Recovery System (DRS) Policy has recently been completed. (Workroom). Currently, the DRS procedures include backing up data such as admissions and financial aid information, eLearning, etc., to a storage area network (SAN) and to tapes. Student data is backed up daily to a SAN. Once a week the data from the SAN is backed up to tapes, which are then brought to an off-site location. CMCC maintains more than three copies of backed-up data on different media in at least two locations at all times. The backup jobs are reviewed periodically and changes are made when necessary. The IT department regularly performs restore jobs to test the integrity of the backups. A hyper-converged system has been installed and the College has implemented a Disaster Recovery Site.

The College uses a ONECard system for meal plans, dining and college store purchases. Safelock swipe card entry system is used for student s access into housing. Rave Mobile Safety alert system is used for class cancellations and emergency notifications. The Alertus Enhanced Notification Service is integrated into Rave and is used to display emergency notifications on campus digital signage in hallways, classrooms and office computer monitors. The College uses a digital signage system to post class cancellations, upcoming academic deadlines, and other college-wide events.

In 2013, the College installed security cameras on campus for video monitoring and recording of strategic campus areas. Red security phones are located strategically throughout the campus for public use.

The Polycom video conferencing system is used for live broadcast of classes in Nursing that originate on the Auburn campus or in Damariscotta (where one of our nursing cohorts is located). Adobe Connect and Skype for Business can be used for online meetings in conference rooms and on desktop computers.

There are many ways that the College relies on information technology to communicate with students and to enhance its ability to plan, administer, and evaluate programs and services.

- The *Mustang Message,* a campus events bulletin, is emailed weekly to all students and employees campus digital signage is updated almost daily with campus news and events the College publishes an online newsletter, *Around Campu*s.

- Outlook Public folders are utilized to organize and share college committee information, policies and forms. The folders also serve as a central storage area for sharing documents.

- Data extracted from Jenzabar E is used for institutional research.

- Infomaker and S L Server Management Studio are used to pull reports and modules like the advising and degree audit, which are used for planning purposes.

- Transfer services and programs are available to students and graduates planning to continue their education. Career Coach is available to students to assist in developing an appropriate career path by providing data on wages, employment, job postings and associated education and training. It also contains a career assessment tool and a resume builder. In addition, the College s website provides a link for employers to post job opportunities via Community Partner Jobs.

The College evaluates its programs and services by using tools such as online student surveys, CoursEval, and Google Analytics. Social media is another way CMCC evaluates programs and services. CM*Ontrack* provides data and enhances student retention efforts.

APPRAISAL
The College uses Outlook Public Folders as a central storage area for sharing documents. This has been good for departments needing a secure way to share and store information. Access to posting the shared information and documents is controlled and can be changed when necessary. Storing and sharing college committee information, policies and forms makes this information easily accessible on and off campus. However, as currently configured, Public Folders can often be cumbersome and difficult to navigate. The IT department will be implementing cloud-based SharePoint which should alleviate some of the inefficiencies with Public Folders. The Leadership Committee, Horizons Council, and the IT Department should explore available technology that could provide greater flexibility and ease of use.

Infomaker can be used by most people working in E to pull reports and other information from the student databases. The director of institutional research and a few other employees, skilled in using S L Server Management Studio to write queries and reports in S L, are able to provide a more robust means of obtaining and manipulating data.

CM*OnTrack* is an early alert system that assists in identifying at-risk students. Concerns about students are submitted and reviewed so appropriate action can be taken. This helps support the success of students that may be in danger of failing or dropping out of school.

CMCC has done well providing study spaces and high-end computer/technological resources needed for each program. More physical spaces are created and remodeled each year with these areas in mind. Internet bandwidth and network infrastructure are upgraded in a timely manner to keep ahead of demand. Office 365 was made available to the students, staff and faculty shortly

after it was available from Microsoft. Faculty and staff are provided with Office 365, Skype for Business and recently, OneDrive and SharePoint. These recent changes will enhance the ability of faculty and staff to collaborate, access data, and work efficiently. However, some options inside Office 365 are not properly configured for use by faculty and staff, thus restricting optimum usage.

An important part of some of our recent renovations/expansions has been the addition of new lounge and study areas for students, including in The Tower, the 200 Wing, and in the Precision Machining Center. The new Learning Commons provides the latest technology and multiple options for small group or individual quiet study.

An Assessment Conference on the library was held in November 2016 and reviewed data on the number of volumes and usage periodical subscriptions electronic journal database purchases collection growth books loaned to and borrowed from other libraries books/eBooks circulated bibliographic instruction and foot traffic/resource usage. Among the major findings of this assessment was that the physical layout and service configuration of many libraries nationwide is changing rapidly and significantly. Book stacks and traditional library reference material are limited and can become outdated very quickly. Students have a much greater need for shared technology systems such as smart tables, computers, research pods and quiet study space.

As a result of these findings, the College researched some current best practices in library redesign and eventually developed a plan for a new facility that would include in addition to library and reference support) IT assistance, group and private study spaces, an open computer lab, and the Writing and Math/Science Centers. In consultation with a local architectural firm, a final floor plan was developed and construction began in early summer 2017. The new Learning Commons opened in September 2017.

The use of Microsoft Active Directory group policies that enforce a comprehensive network security policy, and software to monitor compliance play a significant role in keeping the integrity and data secure at the College. By consistently maintaining and updating our endpoint protection, firewall technology, and anti-virus protection, the ERP/Student information System and e-mail are secure and always available. The IT department acts quickly on any security concerns. The IT department works with other departments to determine the best practices to keep data secure while trying to maintain an efficient workflow for those departments.

The College continues to monitor security threats and adapts policy and procedures as needed. Monitoring for illegal and inappropriate use of technology will continue and CMCC will act when needed. The College will continue to review and adapt its recovery plan as our infrastructure changes.

While backup jobs are automated, the IT department does monitor them to ensure data is consistently backed up and available if needed for restoration purposes. There are always several copies of s in multiple locations and on different media to ensure that retrieval of data is always possible.

The addition of the *Alertus* tool has been an important addition in ensuring safety on the campus. The system is tested regularly for functionality, and emergency notifications are highly visible on

campus digital signage. Digital signage is located throughout the campus in key areas and is an important tool for keeping the College population updated on important information.

The Polycom video conferencing system has made it possible for Nursing students in Damariscotta to attend nursing classes without having to travel to the Auburn campus. In 2016, the College added an additional 50 monitor to the Polycom system in the Jalbert Lecture Hall (J15), to enable faculty to engage more effectively with remote students. The Polycom firewall traverser was upgraded in 2016 with the latest model VBP 7301 to provide more secure and effective collaboration over audio and video.

In July 2017, CMCC upgraded the backup server with 10GB connectivity and leveraged a 48 tb SAN for backups. This resulted in the backup process no longer interfering with server response times.

CMCC was honored to be listed among the top-ten winners in the 2016-17 Digital Community Colleges Survey conducted by The Center for Digital Education (CDE). Now in its twelfth year, this survey analyzes how community colleges use a range of technologies to improve services to students, faculty, staff, and the community at large.

CMCC placed eighth nationally in the small college category and was the only institution in Maine and one of only two in New England to be selected.

This year s survey indicates community colleges are continuing to improve efforts at creating cost-effective platforms and open-education resources, mobile environments, real-time resources, telepresence robots and more to create robust online and mobile environments for their students, said Dr. Kecia Ray, executive director for the Center for Digital Education.



PROJECTION

- The College must stay current on emerging technology, academic programs and academic trends. Personnel must stay current in the fields of expertise and expand their levels of knowledge for those emerging technologies, programs and future trends and industry needs. Therefore, CMCC leadership will continue to develop annual budgets that support the academic environment and student success. The College will base these budgets on conservative enrollment projections, state appropriations and fixed expenses, MCCS policies, and collective bargaining agreements.

- The deans of planning and public affairs, human resources, and information technology will convene an Assessment Conference by fall 2018 to develop recommendations regarding the

best ways to organize, update, and make more accessible all information currently filed in Public Folders.

- The dean of human resources will share listings of job opportunities with such identified entities as Maine s office of NAACP, Tribal Government offices, organizations that serve minority populations, and Equality Maine in an attempt to enhance the diversity of employees.

- In an effort to continue to keep employees informed and engaged, and to aid in the retention of well-qualified faculty and staff, the dean of human resources/chief of staff to the president will work with the College s payroll coordinator to develop and implement (by fall 2019), an additional step to the current evaluation process that allows for tracking employee evaluations from initiation to completion on an annual basis.

- As in the past, College capital funds and future bonds can support student and academic areas that require attention. As evidenced in the Facilities Master Plan and Strategic Plan, the Executive Cabinet will ensure the College s facility needs are centered on renovating existing space. The Criminal Justice scenario facility is the only new building that CMCC is planning at this time.

- The College will continue to provide an academically supportive environment, both physically and electronically. The dean of information technology will inform the Executive Cabinet during every budget cycle of any needed upgrades to wireless infrastructure and other technology that impacts student learning.

- In order to keep abreast of emerging technology and academic trends, the IT Department, along with key faculty and staff, will continue to investigate how to make the best use of emerging hardware and software platforms. CMCC will continue to offer professional development workshops (ex. Outlook Calendar use, CM*Connec*t training, E-learning).

- Guided by the 2015 Facilities Master Plan, the Executive Cabinet will continue to plan for future renovations to the existing footprint. Student lounge and study area needs will be reviewed anytime renovations are considered. Additionally, the Executive Cabinet will continue to plan for more collaborative student group space. The Executive Cabinet will examine new and innovative classroom layouts and technologies as new pedagogy is developed. These policies and practices will continue to be monitored and enforced they will be updated as needed to compensate for an ever-changing security landscape.

- The director of the Learning Commons will meet individually with each department chair in the spring 2018 semester to gather feedback on the transition that occurred during summer 2017 from a traditional print-based library to a Learning Commons model with an increased emphasis on electronic resources. The Learning Commons director will also consult department chairs on what additional resources students require and in what format. The results of these meetings will be available for the FY19 budget deliberations.

- The Learning Commons page on the new College website will provide answers and links about and to instruction, chat, FA s, and other online learning tools.

- The dean of finance and general services will ensure that College reserves be kept at a level that allows the College to address unforeseen renewal and replacement and to take advantage of opportunities that might present themselves during the academic year.

7.1

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1)
If your institution does not submit IPEDS, visit this link for information about how to complete this form

	3 Years Prior (FY15)			2 Years Prior (FY16)			1 Year Prior (FY17)			Current Year (FY18)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	55	146	201	54	148	202	54	149	203	53	130	183
Instructional Designer										1		1
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	3	0	3	3	0	3	3	0	3	2	0	2
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	1	0	1	15	0	15	13	0	13	14	0	14
Management Occupations	13	0	13	17	0	17	15	0	15	15	0	15
Business and Financial Operations	7	0	7	8	0	8	9	0	9	9	0	9
Computer, Engineering and Science	4	0	4	5	0	5	5	0	5	5	0	5
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	16	0	16	3	0	3	4	0	4	4	0	4
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	13	0	13	15	0	15	17	0	17	17	0	17
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	10	1	11	10	1	11	7	1	8	7	1	8
Natural Resources, Construction, Maintenance	1	0	1	1	0	1	1	0	1	1	0	1
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	123	147	270	131	149	280	128	150	278	128	131	259

Please enter any explanatory notes in the box below

FY15 Student and Academic Affairs & Community, Social Services, etc reported differently than FY16 and FY17. Instructional Staff on this form are full-time faculty (FT) and adjunct faculty (listed under PT).

7.2

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY15)	1 Year Prior (FY16)	Most Recent Year (FY17)	Percent Change 2 yrs-1 yr prior	
	ASSETS (in 000s)					
?	Cash and Short Term Investments	9,143	7,229	7,353	-20.9	1.7
?	Cash held by State Treasurer	0	0	0	-	-
?	Deposits held by State Treasurer	0	0	0	-	-
?	Accounts Receivable, Net	843	818	2,295	-3.0	180.6
?	Contributions Receivable, Net	0	0	0	-	-
?	Inventory and Prepaid Expenses	347	314	14	-9.5	-95.5
?	Long-Term Investments	310	289	319	-6.8	10.4
?	Loans to Students	0	0	0	-	-
?	Funds held under bond agreement	464	32	251	-93.1	684.4
?	Property, plants, and equipment, net	23,951	25,458	26,543	6.3	4.3
?	Other Assets	179	194	151	8.4	-22.2
	Total Assets	**$35,237**	**$34,334**	**$36,926**	-2.6	7.5
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	3,183	1,793	1,476	-43.7	-17.7
?	Deferred revenue & refundable advances	331	321	304	-3.0	-5.3
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	4,970	4,620	4,581	-7.0	-0.8
	Total Liabilities	**$8,484**	**$6,734**	**$6,361**	-20.6	-5.5
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$26,424**	**$27,289**	**$30,225**	3.3	10.8
?	Foundation				-	-
	Total	**$26,424**	**$27,289**	**$30,225**	3.3	10.8
	Temporarily restricted net assets					
	Institutional	**$329**	**$311**	**$340**	-5.5	9.3
?	Foundation				-	-
	Total	**$329**	**$311**	**$340**	-5.5	9.3
	Permanently restricted net assets					
	Institutional	**$0**	**$0**	**$0**	-	-
?	Foundation				-	-
	Total	**$0**	**$0**	**$0**	-	-
	Total Net Assets	**$26,753**	**$27,600**	**$30,565**	3.2	10.7
	TOTAL LIABILITIES and NET ASSETS	**$35,237**	**$34,334**	**$36,926**	-2.6	7.5

Please enter any explanatory notes in the box below

FY17 A/R and inventory due to outsourcing of bookstore activities to Follett.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY14)	2 Years Prior (FY15)	Most Recently Completed Year (FY 16)	Current Year (FY 17)	Next Year Forward (FY 18)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	6,991	7,077	6,682	6,721	6,682
?	Room and board	2,365	2,362	2,249	2,426	2,426
?	Less Financial aid	- 7,634	- 7,559	- 7,373	- 7,029	- 7,240
	Net student fees	1,722	1,880	1,558	2,118	1,868
?	Government grants and contracts	9,109	9,974	9,409	9,364	8,253
?	Private gifts, grants and contracts	425	999	794	1,320	468
?	Other auxiliary enterprises	1,650	1,705	1,582	1,714	1,963
	Endowment income used in operations	0	0	0	0	0
?	Other revenue (specify)	15	42	72	85	201
	Other revenue (specify)	- 41	43	151	47	0
	Net assets released from restrictions					
	Total Operating Revenues	**$12,880**	**$14,643**	**$13,566**	**$14,648**	**$12,753**
	OPERATING EXPENSES (in 000s)					
?	Instruction	8,614	9,557	8,810	8,350	8,350
?	Research	0	0	0	0	0
?	Public Service	0	0	0	0	0
?	Academic Support	1,119	1,176	1,208	1,211	1,211
?	Student Services	1,864	2,009	2,090	2,213	2,213
?	Institutional Support	2,001	2,018	2,203	1,920	1,920
	Fundraising and alumni relations	0	0	0	0	0
?	Operation, maintenance of plant (if not allocated)	1,399	1,581	1,657	1,637	1,637
?	Scholarships and fellowships (cash refunded by public institution)	64	59	84	76	76
?	Auxiliary enterprises	2,639	2,675	2,663	2,916	1,916
?	Depreciation (if not allocated)	1,446	1,516	1,522	1,588	1,500
?	Other expenses (specify)	0	0	0	0	0
	Other expenses (specify)	0	0	0	0	0
	Total operating expenditures	**$19,146**	**$20,591**	**$20,237**	**$19,911**	**$18,823**
	Change in net assets from operations	**-$6,266**	**-$5,948**	**-$6,671**	**-$5,263**	**-$6,070**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$7,412**	**$7,373**	**$7,562**	**$8,094**	**$8,077**
?	Investment return	**$47**	**-$5**	**-$5**	**$46**	**$45**
?	Interest expense (public institutions)	**-$236**	**-$230**	**-$233**	**-$150**	**-$165**
	Gifts, bequests and contributions not used in operations	**$19**	**$23**	**$14**	**$0**	**$0**
?	Other (specify) Other state revenue	**$68**	**$140**	**$0**	**$0**	**$0**
	Other (specify)					
	Other (specify)					
	Net non-operating revenues	**$7,310**	**$7,301**	**$7,338**	**$7,990**	**$7,957**
	Income before other revenues, expenses, gains, or losses	**$1,044**	**$1,353**	**$667**	**$2,727**	**$1,887**
?	Capital appropriations (public institutions)	**$410**	**$2,728**	**$50**	**$238**	**$238**
?	Other (specify) Gain on Sales of Bonds			**$0**	**$6**	**$0**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$1,454**	**$4,081**	**$717**	**$2,971**	**$2,125**

7.4

Standard 7: Institutional Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (06 /30)	3 Years Prior (FY14)	2 Years Prior (FY15)	Most Recently Completed	Current Year (FY 17)	Next Year Forward (FY18)
		Debt					
		Beginning balance	5,081	4,951	4,816	4,024	4,024
		Additions	0	0	0	0	0
	?	Reductions	(130)	(136)	(792)	0	(160)
		Ending balance	**$4,951**	**$4,816**	**$4,024**	**$4,024**	**$3,864**
		Interest paid during fiscal year	235	230	233	149	143
		Current Portion	130	136	140	0	160
		Bond Rating	A1	A1	A1	A1	

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are

The MHHEFA bond issue is a pooled issuance with several educational and healthcare institutions participating. 1. Interest Rate is determined by a series of fixed rate seriel and term bonds with varying maturity dates. The average coupon for the bond is 4.093 and the All In True Interest Cost (TIC) is 2.723 . Debt Service installments of principle and interest are made monthly to the Trustee (US Bank). Bond holders are paid interest semi-annually. 2. See letter to Maine Health and Higher Education Facilities Authority relating to covenant compliance. MCCS has been in compliance every year since the bonds were issued.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

None

Future borrowing plans (please describe)

None

Please enter any explanatory notes in the box below

The MHHEFA bonds were refinanced in FY16 to take advantage of improved interest rates.
Please note that the Next Year column represents the current fiscal year, which will not end until June 30, 2018.

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY14)	2 Years Prior (FY15)	Most Recently Completed Year (FY16)	Current Year (FY17)	Next Year Forward (FY18)
	NET ASSETS					
	Net assets beginning of year	21,218	22,672	26,753	27,471	30,443
	Total increase/decrease in net assets	1,454	4,081	718	2,972	1,500
	Net assets end of year	**$22,672**	**$26,753**	**$27,471**	**$30,443**	**$31,943**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	198	373	433	461	338
	Federal, state and private grants	**$6,786**	**$6,614**	**$6,094**	**$6,829**	**$7,240**
	Restricted funds					
	Total	**$6,984**	**$6,987**	**$6,527**	**$7,290**	**$7,578**
	Discount of tuition and fees	99.9	98.7	97.7	108.5	113.4
?	Unrestricted discount					
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

Please note that the Next Year column represents the current fiscal year, whch will not end until June 30, 2018.

Please enter any explanatory notes in the box below

Unrestricted institutional Financial Aid includes SSI, Out of State and CMCC scholarships, Native American, Early College for ME, dependent waivers, RA food and housing, B. Osher Scholarships, HAAS scholarships.

7.6

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY14)	(FY15)	(FY16)	(FY17)	(FY18)
Total Expenditures					
Materials	63,584	67,989	67,563	50,209	46,000
Salaries & wages (permanent staff)	145,647	153,826	220,889	196,171	230,743
Salaries & wages (student employees)	16,188	10,927	12,813	12,448	16,480
Other operating expenses	16,126	12,441	15,817	14,451	18,604
Expenditures/FTE student					
Materials	31.32	33.99	36.74	27.97	26.73
Salaries & wages (permanent staff)	71.75	76.91	120.11	109.29	134.07
Salaries & wages (student employees)	7.97	5.46	6.97	6.93	9.58
Other operating expenses	7.94	6.22	8.60	8.05	10.81
Collections					
Percent available physically	32	32	32	14	14
Percent available electronically	68	68	68	86	86
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	3	3	2	3	3
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	0	0	0	0	0
Other library personnel - branch/other locations	0	0	0	0	0
Availability/attendance					
? Hours of operation/week main campus	60	60	52	52	52
Hours of operation/week branch/other locations					

? **Consortia/Partnerships**

Minerva - 60 libraries (ILS software, circulation, & ILL w/in Minerva and Maine Cat
HSLIC - medical consortium includes ILL
OSLC - national consortium for cataloging and ILL
MCCS libraries cooperative purcahses 1) 6 campuses purcahse subscription access to Proquest Central and ebrary.
2) 7 campuses purchase access rights to NoodleTools for bibliography creation

URL of most recent library annual report	N/A

Please enter any explanatory notes in the box below

Collections - in FY17 we restructured the Library into the new Learning Commons which included reducing the physical book collection and moving the Math & Science Center and Writing Center into the area. Please note that the Next Year column represents the current fiscal year, whch will not end until June 30, 2018.

See Form 4.5 for data about Information Literacy

7.7

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
	(FY15)	(FY16)	(FY17)	(FY18*)	(FY19)
? **Course management system**	Jenzabar EX 7.2, JICS 9.1.0, Jenzabar eLearning 2.3.0				
Number of classes using the system	740	738	794	*	800
Bandwidth					
On-campus network	10/100/1000	1000/10000	/1000/10000	10000/40000	100/1000/10000/40000
Off-campus access					
? commodity internet (Mbps)	310	430	430	430	430
? high-performance networks (Mbps)	1000	1000	1000	1000	1000
? Wireless protocol(s)	802.11 a/b/g	.11 a/b/g/n	a/b/g/n/ac	1 a/b/g/n/ac	802.11 a/b/g/n/ac

Typical classroom technology

Main campus	Windows PC, Projector, DVD/VCR or Blue Ray, Laptop connection, Document camera
Branch/other locations	Windows PC, Projector, DVD/VCR or Blue Ray, Laptop connection, PolyCOM

Software systems and versions

Students	Windows 7, Windows 10, Microsoft Office 2016, Jenzabar JICS 8.50, eLearning 2.3.0
Finances	ADP, Jenzabar EX 6.51, JICS 8.5, Microsoft Office 2016, One Card 6.9.1
Human Resources	ADP, Microsoft Office 2016
Advancement	Jenzabar Development Module
Library	Adobe Captivate, One Card 6.9.1, Sierra, Microsoft Office 2016
Website Management	Dot Net Nuke CMS
Portfolio Management	Campus Pack ePortfolio
Interactive Video Conferencing	PolyCom, Adobe Connect, Skype for Business
Digital Object Management	YouTube, eLearning 2.3.0

Website locations of technology policies/plans

Integrity and security of data	http://mymccs.me.edu/ICS/icsfs/203.1.pdf?target=4bfbb08c-59a1-4501-81f7-32ad9cbd686f
Privacy of individuals	http://mymccs.me.edu/ICS/icsfs/203.2.pdf?target=4a44f3da-7167-4822-906a-3eb9013499ef
Appropriate use	http://mymccs.me.edu/ICS/icsfs/Policy_203.pdf?target=076b580f-7daa-4a4b-93ea-1123371fb6cf
Disaster and recovery plan	
Technology replacement	

Please enter any explanatory notes in the box below

*Will not know this figure until the spring 2018 semester is underway.

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	**13**	**276,023**
Other U.S. locations	**2**	n/a
International locations		

	3 Years Prior (FY14)	2 Years Prior (FY15)	1 Year Prior (FY16)	Current Year (FY17)	Next Year Forward (goal) (FY18)
Revenue ($000)					
Capital appropriations (public institutions)	0	0	0	0	0
Operating budget	26,240	27,237	27,412	28,583	24,921
Gifts and grants	0	0	0	0	0
Debt	0	0	0	0	0
Total	26,240	27,237	27,412	28,583	24,921
Expenditures ($000)					
New Construction	0	5,276	2,013	0	1,900
Renovations, maintenance and equipment	612	0	0	207	575
Technology	13	46	194	53	54
Total	625	5,322	2,207	260	2,529

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	217,500		217,500
Laboratory			0
Office			0
Study			0
Special			0
General			0
Support	4,833		4,833
Residential	53,690		53,690
Other			0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
The Learning Tower	Academic	25,000	7M	2015
Rancourt Hall	Residential	27,000	5.4M	2007

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
N/A				

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 100 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Electrical Looping	Academic/Inst. Ops	n/a	446	2009
Jalbert 100 Wing	Academic/Inst. Ops	1	1,088	2013
Jalbert 400 Wing	Administration/Academic	1	591	2010
Jalbert 500 Wing	Academic	1	1,018	2010
Conversion to Natural Gas	Institutional	n/a	183	2014
Fitness Center	Academic/Student Services		173	2010
BCT Dust Collection	Academic	n/a	276	2011
Solar Domestic Hot Water & remodel bathrooms	Residential	n/a	316	2012
Two new parking areas	Institutional	192 spaces	434	2009/2012

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 500k or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Jalbert 200 Wing	ECE Lab	3,125	500	2017
Jalbert 400 Wing	PMT Renovation & Expansion	8,636	2,500	2017
Athletic Fields	NCAA level athletic fields		1,500	2018

Please enter any explanatory notes in the box below

Please note that the Next Year column represents the current fiscal year, whch will not end until June 30, 2018.

Standard 8

Educational Effectiveness



STANDARD 8: EDUCATIONAL EFFECTIVENESS

DESCRIPTION

Central Maine Community College (CMCC) has an institutional research plan in place to assess educational effectiveness. Ongoing research on students occurs throughout the time students attend the College and after they graduate or leave the institution. Expectations about what students should gain through their CMCC education are publicly available on the CMCC website and college catalog.

uantitative and qualitative methods employing direct and indirect measures provide an understanding of what students have gained as a result of their education. Most quantitative data come from sources such as IPEDS and research statistics, while qualitative data come primarily from Assessment Conferences, Program Advisory Committee meetings, and student comments on surveys. Commonly used direct measures are assignments in class, course grades, pass rates, and results from student proficiency assessments, while indirect measures come mostly from student perception data obtained from surveys. Peer comparison data are utilized when available, such as IPEDS retention and graduation rates and national student surveys. As the College moves forward, the new Outcome Measures survey that IPEDS introduced this year should give us more data that are comparable.

The Planning & Public Affairs Office (including the director of institutional research), Academic Affairs, Student Services, President s Cabinet, and the Horizons Council work together to support assessment activities. Different constituencies receive reports on assessment activities as appropriate. As discussed in Standards 2 and 4, the CMCC Assessment Conference (Workroom) is central to most assessment activities, including Program Reviews.

The College convenes an Assessment Conference to analyze the findings of every Program Review. The Assessment Conference develops a concise, written report that describes and summarizes the essential findings, proposes specific short and long-term actions based upon its appraisal, and makes projections on how the recommendations will affect institutional effectiveness, the Strategic Plan and the budget. Faculty members are advised to vet any major budgetary, equipment, or space requests through the Assessment Conference (and their Program Advisory Committee) before they make any formal requests in the budget process.

Assessment begins after students matriculate and participate in new student orientation, for which they are surveyed. More assessment is gathered when they complete the LER 100, First-Year Seminar course. Cohorts are established based on entry dates so persistence can be tracked over time.

As students advance through their programs of study, they have the opportunity every semester to evaluate their classes and instructors. The College now utilizes the online survey system Course*Eval* to collect student responses. Faculty members and department chairs receive the results after the term has ended so they can examine student feedback. The Office of Academic Affairs addresses issues that students report about individual instructors or the curriculum.

All courses have clear student learning outcomes listed in the syllabi (Workroom). Course instructors assign grades according to the extent to which students meet the learning outcomes.

The College has no defined goals for co-curricular learning accordingly, no assessment of such is conducted.

All degree and certificate programs have learning outcomes that are listed in the catalog and on the website. Students complete their programs of study only when they have fulfilled all course requirements, met the learning outcomes of their program, and completed the institution's general education requirements. A degree audit performed by the Registrar's Office ensures that all students have fulfilled their program and general education requirements before receiving a degree or certificate.

Pursuant to a Program Review schedule from the Maine Community College System (MCCS), CMCC conducts a formal review of each of its programs approximately every five years. There is a complete discussion of the Program Review process in Standard 4, and examples of completed reviews are online and in the Workroom.

The Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory (NL) are national surveys that allow the College to benchmark our students success against other two-year colleges, similar-sized institutions and other Maine community colleges. Since 2009, CMCC has administered each of these surveys four times CCSSE in 2009, 2011, 2013, 2016 Noel Levitz in 2010, 2012, 2014, 2017). (Workroom).

Prior to commencement, most graduating students complete a preliminary graduate survey to provide information about their experiences, satisfaction with their education, and plans for the future. On the survey, graduates are asked to assess their level of satisfaction with the extent to which their CMCC experience improved their development in several key areas. (See below).

APPRAISAL
The results of the fall 2016 and 2017 new student orientation survey revealed a very high degree of satisfaction. (Workroom). The data did suggest that some attendees found the session too long and that there was not enough information on financial aid. In response, Student Services has added more financial aid information to the orientation program and has shortened the overall program by one hour.

In terms of overall student satisfaction as measured by Noel-Levitz, results of the 2014 cycle indicated demonstrably higher satisfaction for CMCC when compared to the participating community colleges nationwide. This is consistent with findings in the 2010 and 2007 survey cycles.

As a result of the assessment of Noel Levitz survey results in 2008, which indicated lower satisfaction levels with advising, the Center for Retention & Transfer (CRT) was established with the help of federal grants funds. The CRT was changed to the Learning & Advising Center (LAC) and the positions (with one exception) are now funded through the College s budget.

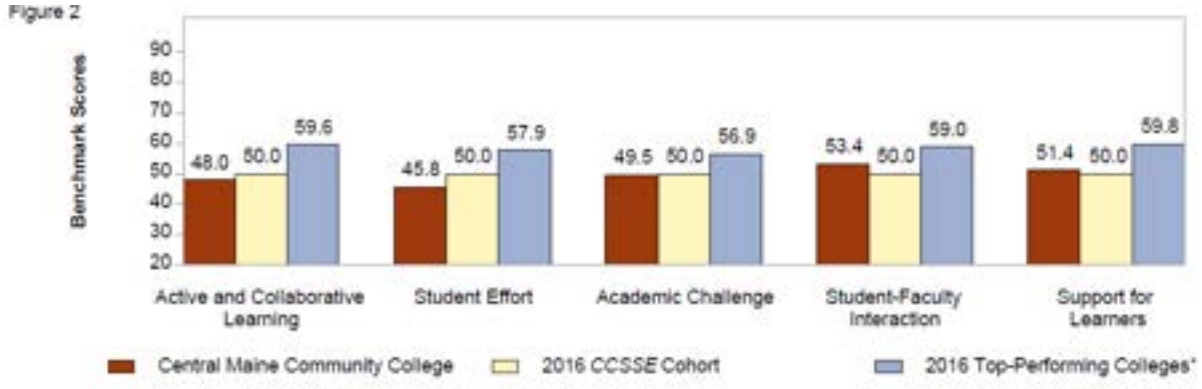
As indicated in the chart below, the key findings from the 2016 CCSSE results indicate that CMCC performs just below the national average in two of the five benchmark areas (Active and Collaborative Learning and Academic Challenge) (See chart below). The one area where the CMCC gap is significantly below the mean is in Student Effort (Students own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational

goals). One issue here appears to be the frequency with which CMCC students avail themselves of the Writing Center and tutoring services is much lower than that of the CCSSE cohort mean.

The College believes that moving the Writing Center in fall 2017 to a more visible location in the Learning Commons, along with the addition of the Math/Science Center, is resulting in more students benefiting from these services and demonstrating a greater degree of student effort toward their educational goals. This was noted as a finding in the Early Childhood Education Program Review Assessment Conference held in December 2017.

The 2016 CMCC benchmark scores in Support for Student Learners and Student-Faculty Interaction place CMCC above the national averages. In addition, the CCSSE benchmark results in Support for Student Learners also showed a significant improvement from 2013 (48.3) to 2016 (51.4).

Community College Survey of Student Engagement
Central Maine Community College (2016 Administration)



In the 2016 CCSSE benchmark score report that compares CMCC scores with those of the MCCS as a whole, the College scored higher than the MCCS mean in every category except Student Effort.

	Your College	MCCS		2016 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	48.0	46.5	1.6	50.0	-2.0
Student Effort	45.8	46.8	-0.9	50.0	-4.2
Academic Challenge	49.5	47.1	2.4	50.0	-0.5
Student-Faculty Interaction	53.4	50.7	2.7	50.0	3.4
Support for Learners	51.4	49.3	2.2	50.0	1.4

Community College Survey of Student Engagement
2016 Benchmark Scores Report - Main Survey
Comparison Group Maine Community College System in the 2016 Cohort

An all-staff Assessment Conference to analyze the 2017 results of the Noel Levitz survey was held in June 2017. The following were among the major findings of the assessment

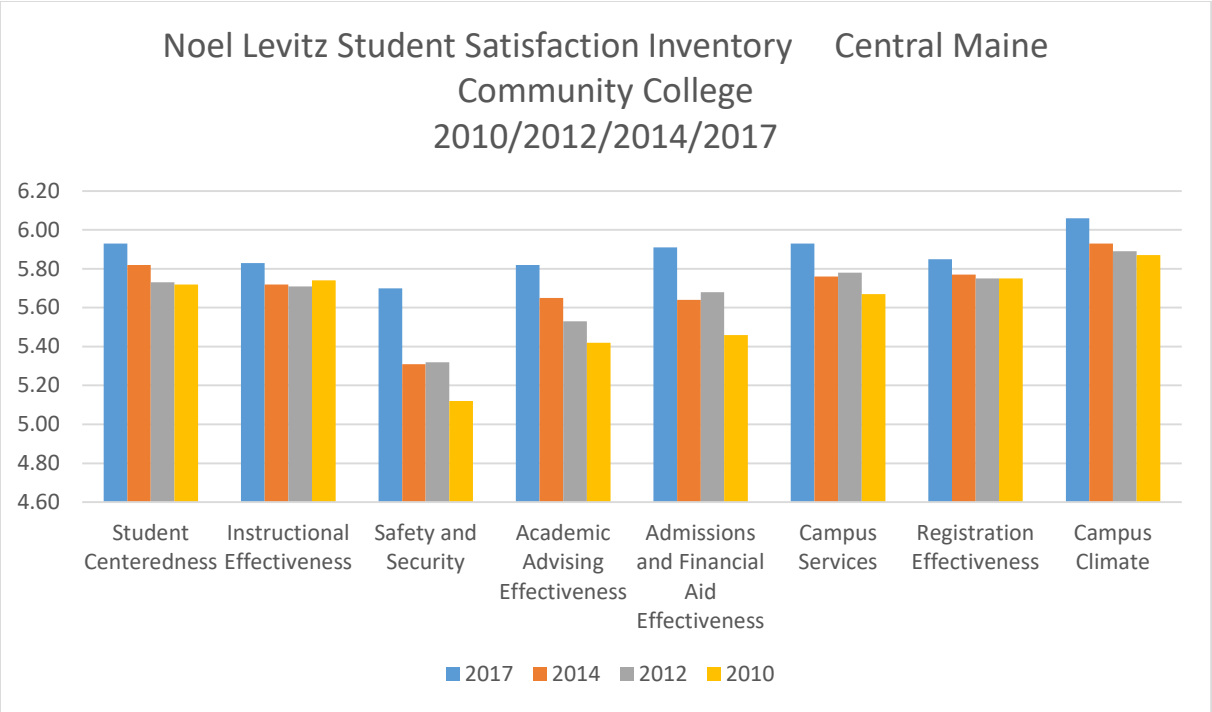
- Numerous participants expressed surprise at how many students find that classes are not conveniently scheduled or not available in the sequence needed.
- The only statistically significant negative mean difference in the inventory was for Classes are scheduled at times that are convenient for me.
- There was no surprise at the dissatisfaction with online offerings.
- There was a consensus that CMCC find ways to have all faculty (including adjuncts) provide timely feedback to their students.
- Recent steps have clearly led to improved satisfaction with safety/security and admissions/financial aid.

This Assessment Conference recommended the following possible actions

- Explore offering more evening and/or Saturday classes.
- Have more options on course substitutions or special topics courses.
- Make registration for non-matriculated students easier (too cumbersome at the present).
- Move security to The Tower lobby to increase visibility and assistance to visitors.
- Cross-train some frontline staff to improve customer service (so more than one staffer can answer a question).
- Consider more staff for transfer and career placement advising.
- Redesign and update webpage and CM*Connect.*

This Assessment Conference cited the following areas where more study or additional data is needed

- Hold student focus groups to solicit input on services, financial aid, student life, etc. and esp. course scheduling convenience.
- Explore better planning tools that could help faculty develop course offerings over time that meet student needs.
- Need to find ways to have all faculty provide timely feedback to their students. Some possibilities include providing more training with available technology and better enforcement of grade submission deadlines.



As indicated earlier in this report, CMCC joined the Achieving the Dream (ATD) network in June 2017. With the guidance of our ATD coaches, the College has identified ten metrics that will be used to measure student success. The 10 metrics are developmental math completion developmental English completion gateway math completion gateway English completion zero credits persistence fall-to-spring persistence fall-to-fall cumulative credits graduation rate transfer rate still enrolled and successful course completion in high enrollment courses. The ongoing plans are to coordinate activities at faculty and staff meetings that are focused on these metrics and for the ATD core team to integrate the metrics in the ATD action plan for the College.

One-Year Retention

CMCC measures one-year retention in two different ways, and the first one is quite traditional. The College calculates fall-to-fall and spring-to-spring retention rates where retained means registered for courses a year after matriculation or graduation within the same time. Rates are calculated for all matriculants, all of whom are transfer students and most of whom are part-time. The fall cohort includes summer matriculants (following the practice in IPEDS).

The College also tracks retention through the Program Review process. A cohort comprises all students who begin a program (including new students and those who change their major that cohort year). Once the cohort is established for that year, it is tracked for up to five years. The elements that are tracked are

- Graduated same program
- Transferred
- Enrolled same program
- Enrolled different program
- Graduated other program
- Not attending this term

Retention measures can be found in Data Form 8.1. While CMCC s overall graduation and retention rates as reported in IPEDS are generally higher than the comparison group median, the transfer-out rate for CMCC has been consistently lower than the comparison group median. Some of this is attributable to the significant number of CMCC students who complete technical and career programs, enter the workforce immediately, and have no plans to pursue a higher degree. CCSSE results do suggest that the College needs to do a better job of making students aware of transfer advising and services available and of the numerous articulation agreements in place that can facilitate transfer to a four-year institution.

General Education

As required by MCCS Policy 302 Criteria for Academic Credentials, students must fulfill the following General Education core requirements

Associate in Applied Science	21-22 credits
Associate in Science	31-36 credits
Associate in Arts	34-35 credits

These courses provide students with the opportunity to develop the following competencies Critical Thinking, Communication, Social Responsibility, Lifelong Learning, Information Literacy, and Creative Arts. Courses that fulfill general education requirements have additional specific learning outcomes that fit into the parameters set by the knowledge areas above.

Faculty members assess assignments and participation in the courses to determine whether students have met the course learning outcomes and earned the related general education credits.

The College conducts a rigorous review of academic programs (three-step governance process) to ensure that all associate degree programs include the distribution of English/communications, mathematics or science and humanities/social studies courses to cover the six general education competencies. These are outlined on page 32 of the 2017-18 catalog and further delineated in associate degree requirements for each program.

The College is able to use results from graduate surveys for an indirect assessment of general education. For example, 88 percent (or higher) of graduates who responded to the 2017 survey indicated a very or moderate level of satisfaction with their CMCC experience in the following areas

- Writing effectively (90 percent)
- Critically analyzing written information (90 percent)
- Using a broad range of knowledge, ideas, or perspectives gained from outside your major (88 percent)

Results from 2015-2016 and 2016-2017 also reveal that 80 percent of the graduates surveyed believe the College had a major or moderate *impact* in these areas compared to when they began their education.

While the College clearly communicates learning outcomes, improvements are needed to make these and the level of academic rigor in different class sections more consistent, as described in Standard 4.

Graduation Satisfaction Measures
The graduate surveys also help the College understand what students are planning for the future. Over the past two years, approximately 38 percent of associate degree recipients report that they are planning further study. Of these, over 78 percent report being well or very well prepared for future study, and over 18 percent of those are planning to continue at CMCC for some courses. Of those graduates who report being employed or seeking employment, 95 percent indicate that their CMCC experience enhanced their job skills.

The overall satisfaction of graduates is very high. Over the past two years, 90 percent reported being satisfied or very satisfied with CMCC and 97 percent would recommend the College to others.

Graduation Rates
The College aligns its graduation rate measures with IPEDS and these are reported on Data Form 8.1. Over the past three years, the graduation rate (150 per cent of time) at CMCC has ranged from 23 percent to 29 percent.

Follow-up Graduation Survey
The follow-up graduate survey is generally sent to graduates six months and/or one year after they have graduated. Alumni are asked about employment, salary, preparation for employment or further education, and salary/wages. Unfortunately, the information gathered to date is not particularly actionable or reliable due to a low response rate. The data seem more anecdotal rather than definitive.

The IR Office will explore methods to conduct the follow-up graduate survey more systematically and to increase the survey response rate. CMCC may choose to pursue additional job placement information through other means, such as Linked*In* or the State Employment Office.

Employer Survey (Workroom)
The College administered a survey in fall 2017 of employers known to have hired CMCC graduates in the recent past. While the initial response rate to date has not been very high, early results from this survey have been very encouraging.

- How satisfied are you with the graduates career and/or technical education
    - Very satisfied or satisfied - 93 percent
- Would you hire a CMCC graduate again
    - Yes - 97 percent
- What is your overall impression of CMCC s ability to educate and/or train prospective workers
    - Excellent or good 97 percent

Course Level

In 2016, CMCC instituted an online course evaluation system called CourseEval. Course evaluations are used to measure students learning experiences and the instructors effectiveness. Course evaluations contain both quantitative and qualitative information questions that ask students to answer on a scale (strongly agree to strongly disagree) and questions that give students the option to offer qualitative feedback. (Workroom).

This online course evaluation process has presented many advantages it takes up no class time, saves considerable staff time, and allows for quick analysis and sharing of results. While the response rate of 50 percent is higher than the rate achieved at our sister colleges in Maine, it remains lower than what we had anticipated. There is also a concern that a disproportionate percentage of students who do complete the evaluations are those who are either very happy or very unhappy, and that many students who fall somewhere in between are not responding. The College will explore if there is research data that examines if lower response rates (relative to captive audience paper surveys previously done in class) affect the substantive findings of evaluations in any significant way.

Instructors can access their individual course evaluation through CM*Connect*. As explained in detail in Standards 4 and 6, these results are also reviewed by department chairs and Academic Affairs. The College needs to develop a more systematic method of disseminating, analyzing, and acting on course evaluation results.

Since CMCC began using Course*Eval* in fall 2016, the percentage of instructors and courses rated high or very high is usually over 80 percent. The percentage of students who agree that they found effective teaching practices in their courses has consistently been over 90 percent.

The survey includes a series of statements with which students can strongly agree, agree, disagree, or strongly disagree. The statements concern specific practices related to effective teaching and course design. The feedback based on these statements help faculty ascertain their effectiveness by giving them specific areas they might seek to improve. In addition, students can provide written comments to further aid faculty.

In 2013, the College began mapping all its course outcomes to program outcomes. As explained in Standard 4, CMCC uses a curriculum mapping process, focuses on course and program learning outcomes, to understand what and how students are learning. The map identifies those courses where each program-learning outcome is formally assessed, across all sections of that course by a shared assessment tool. For example, in Precision Machining Technology the program outcome to produce a part that meets print specifications is assessed in PMT 229 Advanced CNC Part II (as indicated with an A on the curriculum map).

While some academic programs have had a learning assessment process in place that had a focus on course and program outcomes, other programs have not. Those programs began to develop a formal process in spring 2017. Faculty met to identify the course that aligned best with each program-learning outcome assessment, which they indicated on the curriculum map. An assessment workshop was held in June 2017 that included professional development sessions about writing outcomes and designing assessment tools. Afternoon sessions were devoted to

faculty department meetings to determine the types of assessments to implement for those courses identified on the curriculum map.

Curriculum mapping has also helped faculty to pause, review, and reflect in an effort to determine if we are truly teaching what we say we are teaching in any given course. As explained in Standard 4, a recurring finding in curriculum mapping is that program-learning outcomes often were not updated to stay aligned with individual course changes. This was quite evident in those programs that have been aggressive in updating syllabi or designing new courses. Because of curriculum mapping, most academic programs now have revised program-learning outcomes.

Since the curriculum in most academic programs is always changing, we have determined that the curriculum mapping process needs to be updated and improved on a regular and ongoing basis. To accomplish this, the College plans to integrate the curriculum mapping with the Academic Programs Committee process that is initiated whenever curriculum changes are proposed.

Other Assessment Measures

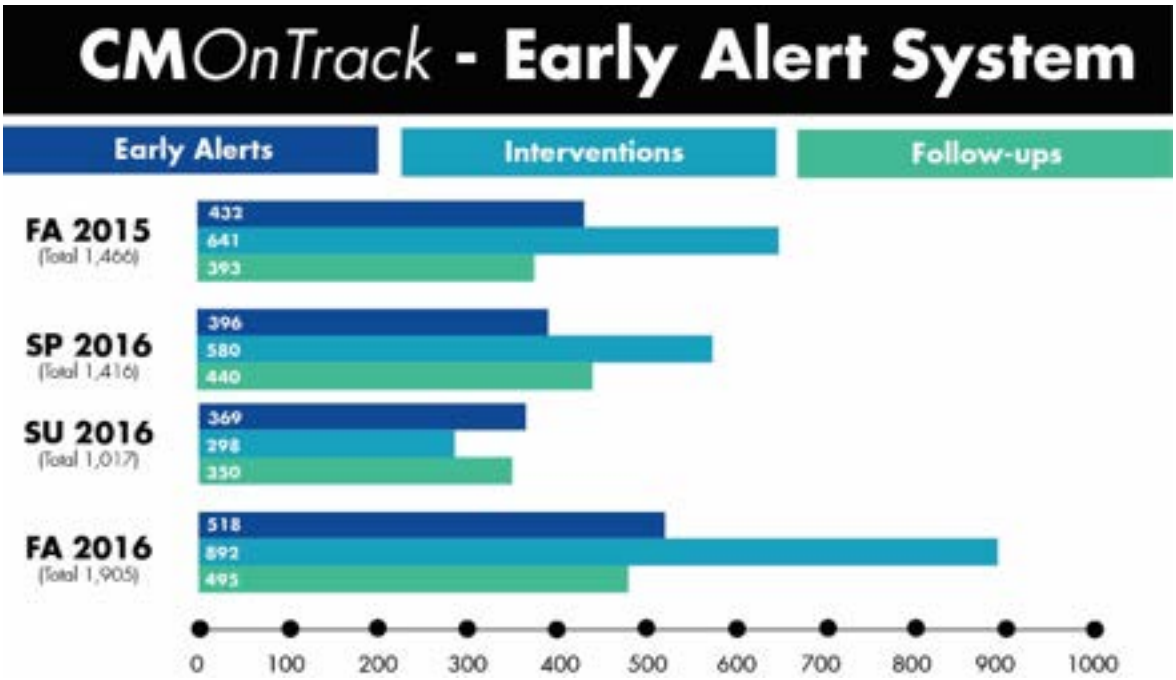
The College continuously seeks to improve learning opportunities for students. One example of this is in the refining of the sequence of developmental English courses for students that was implemented in fall 2014. Previously, the rigid sequence of courses resulted in many students being unable to enroll in college-level courses because they had narrowly fallen below minimum test scores. The College also discovered that the retention rates were very low for those students who took two or more semesters of developmental courses. Course sequencing was changed, and an intensive, short-term summer boot camp (Student Success Initiative or SSI) was established to enable students to place into college-level courses by the start of the fall semester. After analyzing data that indicated students who were in developmental classes that met only once a week were succeeding at a lower rate than those in courses that met multiple times per week, most developmental courses were changed to four-credit classes and were required to meet at least twice a week.

The College also has evaluations in place for New Student Orientation and SSI. The feedback received from these evaluations is used to make improvements and to analyze efficiency of program goals.

Just over 100 students participated in the summer 2017 SSI. After two weeks of intensive work and tutoring assistance, participating students retested in the Accuplacer English and/or math sections with the hope of testing into a higher-level course. Below are the results of that retesting

- 83 percent improved in at least one area on the Accuplacer assessment
- 51 percent tested into a higher-level class
- 36 percent tested out of non-college level course(s)

The College has employed a software package called CM*OnTrack* to aid in the retention efforts of students. Students who are at risk of dropping or failing a class can be entered into an Early Alert system in which they can be contacted and an intervention can take place. While more data is needed to accurately assess the effectiveness of CM*OnTrack*, the numbers to date are encouraging



In November 2016 an Assessment Conference was convened to examine the status of the First-Year Seminar course (LER 100). The conference participants focused on the following questions

- What is the purpose of LER What do we want for outcomes
- Should it be required for all students
- Should LER have a common syllabus or do we allow it to be designed by and/or tailored to a department
- Should it be a one-credit or three-credit course Should we offer both options
- If offered as a three-credit course, should we allow it to count as a HUM elective
- How will we evaluate success of LER in the future

The LER 100 Assessment Conference report included the following recommended actions

- With more students enrolled in 100 percent online programs, CMCC should develop an online LER course. *(Update in September 2017: An online LER 100 is now offered)*

- The academic dean brought these Assessment Conference findings to the department chairs at their December 2, 2016 meeting to solicit their input and recommendations.
  Update September 2017: At least five department chairs have taught LER and agreed that the current topics covered need to be revisited. None of the chairs thought that every program should require LER, but several chairs would like to develop an LER course designed for students in their programs. (Two have already developed such a course that will be reviewed soon by the Academic Programs Committee). None of the chairs favored a three-credit First-Year Seminar that could count as a Humanities elective, largely for the following reasons: they have not seen what it would look like; they do not have an open elective in their program; a first-year seminar course would not be an appropriate humanities elective.

- Look at who the LER 100 speakers are and identify if they are appropriate. *Update September 2017: The ATD* (Achieving the Dream) *team has been tasked with investigating this and other issues relating to LER 100).**

- Look at two cohorts one that took LER and one that did not, and compare success in the following semester. (Need to be clear about what is defined as success the data examined in this conference had a grade of C or higher as measure of success however, students who earn a D meet course requirements and can apply the credits earned toward graduation).

- Do a follow-up survey of students, one year after they took LER, to determine if they found LER to have been helpful in their studies, suggestions for improvement, etc.

**CMCC joined the Achieving the Dream consortium in June 2017 (described in Standard 2).*

The learning outcomes for LER 100 can be found in its syllabus. They include employing critical thinking skills, developing writing skills, developing a research project, and acquiring other skills necessary to be successful in college. Students need to pass the course with a grade of C or above to continue in a degree program.

Program-Level
The Program Reviews mandated by the MCCS are very helpful in assessment and planning efforts. In addition to reviewing data on enrollment, retention, graduation, and employment, these reviews also includes the identification of strengths, challenges, and planned steps for continuous improvement. An Assessment Conference is also convened for each Program Review, in which major findings and possible strategic planning impacts are identified.

While the process explained above results in a robust examination of an academic program s success, we find that more effective and systematic follow-up is needed to ensure that the College is closing the loop, and that planned improvements are indeed carried out.

Program Advisory Committees continue to play a vital role in the ongoing assessment of CMCC academic programs. While their feedback provides an invaluable external perspective on the local economy and the needs of the region, the Advisory Committees also provide input on curriculum, equipment and facilities needs, and long-range planning.

In addition to those discussed in Standard 4, the following are examples of implementation of Program Advisory Committee recommendations

- The Early Childhood Education program developed a new course, EDU 284 Guidance and Self-Regulation, to help students better understand classroom management principles.
- The Graphic Communications program changed many course titles in order to reflect more accurately course content and current industry terminology.
- The Medical Assistant program replaced a basic keyboarding course with courses in effective customer relations and office management.

For some academic programs such as Nursing, CMCC relies heavily on the results of outside accrediting agencies. We also review the results of certification exams that some students take. For example, in 2016, three of the five students in the Physical Fitness program took and passed the American College of Sports Medicine (ACSM) CPT certification. While this is a small sample, we believe that as this program grows and more students take the ACSM, that the pass rate will increase. During the past nine years, graduates of the CMCC nursing program have maintained a 93 percent pass rate for the NCLE exam (compared to the national average of 87 percent).

In the Building Construction Technology program, e-portfolios and competency-based assessments (CBA) are now well established in the first-year curriculum. These have resulted in positive changes to the program by allowing for self-pacing by students who have demonstrated mastery of core competencies. The BCT program is now working to implement e-portfolios and competency-based assessment in the second-year curriculum. This effort includes automating the CBA through the Jenzabar student information system so that it can be extended to scale in the entire program. (CMCC is piloting the automated CBA program for the Maine Community College System).

PROJECTION

- Continue to embed Assessment Conferences into the culture of the College. In an effort to expand participation and awareness, starting in fall 2018 the Office of Planning and Public Affairs will include in Assessment Conferences some employees who have not yet participated in this process.

- The Office of Planning and Public Affairs will institute by fall 2018, a systematic process that will ensure periodic and consistent review of Assessment Conference recommendations to ensure proper follow through. Assessment Conference reports will be made more easily accessible to College staff and faculty with the implementation of the cloud-based SharePoint.

- By fall 2018, the College will improve electronic outreach through the launch of a new website with a content management system (CMS) that is mobile first/responsive, and with an upgrade to 9.0 in CM*Connect* (student portal).

- Provide the resources needed for faculty to meet about assessment on a semester basis as a department and on an annual basis College-wide. Particular focus will be given to course-level assessment to ensure consistency in assessing learning outcomes in multiple sections of the same course and rubric and assignment development. Academic Affairs will build upon the Rubric Rumble events that have been ongoing for the past three years for faculty in Liberal/General Studies as well as the spring 2017 all-faculty assessment workshop.

- Before the end of the fall 2018 semester, the Office of Academic Affairs will research and recommend what steps can be taken to increase student response rates on course evaluations. A possible return to paper evaluations distributed in class will be considered.

- The director of institutional research will gather and disaggregate on a regular basis any program specific data that has been compiled through Program Reviews, student/graduate surveys, and the key data points identified by the ATD Data Review Team.

- The director of communications will expand the use of qualitative measures of student satisfaction and success through such measures as promoting graduate profiles in College publications, website and local media, and highlighting student/graduate completion of professional certifications or higher degrees.

- The Office of Planning and Public Affairs will convene an assessment conference during the spring 2018 semester to analyze employer survey data to assess work readiness of CMCC graduates.

- The Office of Planning and Public Affairs will coordinate with Academic Affairs and the director of placement and transfer services in fall 2018 to explore how to better evaluate the effectiveness of transfer and articulation agreements. The College should pull NSC data reports for transfer-out students covered by an articulation agreement, and those students who graduate, do a quick turnaround, and then transfer. Future graduate surveys (starting in spring 2018) will include a question about transfer success.

- Beginning in summer 2018, the Academic Affairs and Planning and Public Affairs Offices will monitor and assess the success of tutoring services by evaluating student improvement based on class grades and student usage of tutoring services. (This could be done by using or building on the TRIO model). This assessment will be very timely given the relocation this year of the Writing Center to the Learning Commons along with the addition of the new Math/Science Center there.

- Expand use of CM*OnTrack* to increase student retention. Additionally, the College will evaluate the success of the software by determining if student retention has improved using CM*OnTrack* and make changes accordingly.

- Examine the processes initiated by the Achieving the Dream initiative to further investigate if the methods of understanding student learning and student success are valid and useful. It will also offer expert coaching in fields where improvement is necessary.

- Ensure follow-up by the Achieving the Dream LER subcommittee on the recommended actions from the November 2016 Assessment Conference on the First-Year Seminar course (LER 100).

- CMCC will begin to implement the Achieving the Dream process of
  - Changing the current college culture to focus on student success and retention.
  - Engaging all college employees in activities that can improve trust and build an even stronger culture for student success.
  - Including faculty at all stages of the students experiences.
  - Gathering relevant data to reveal areas of concern.
  - Analyzing data objectively with faculty.
  - Supporting college-wide changes aimed to promote student success.
  - Providing faculty with resources to investigate and utilize different pedagogies.
  - Educate faculty and staff in assessing student success.

Standard 8: Educational Effectiveness

	Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 15)	2 Years Prior (FY 16)	1 Year Prior (FY 17)	Current Year* (FY 18)	Next Year Forward (goal) (FY 19)
	IPEDS Retention Data					
	Associate degree students	56	52	56		58
	Bachelors degree students					
?	**IPEDS Graduation Data (150% of time)**					
	Associate degree students	23	29	26		30
	Bachelors degree students					
	IPEDS Outcomes Measures Data					
	First-time, full time students					
	Awarded a degree within six years		32	28		30
	Awarded a degree within eight years		32	29		31
	Not awarded within eight years but still enrolled		1	1		1
	First-time, part-time students					
	Awarded a degree within six years		18	23		25
	Awarded a degree within eight years		18	24		26
	Not awarded within eight years but still enrolled		3	5		4
	Non-first-time, full-time students					
	Awarded a degree within six years		60	52		55
	Awarded a degree within eight years		61	53		56
	Not awarded within eight years but still enrolled		0	1		1
	Non-first-time, part-time students					
	Awarded a degree within six years		40	45		47
	Awarded a degree within eight years		42	47		50
	Not awarded within eight years but still enrolled		0	0		0
	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1	Part-time retention rate	47	41	51		54
2	Full-time retention rate	59	57	60		63
3						
4						
5						
	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1	**Cohort Year**	**2011**	**2012**	**2013**		
	American Indian or Alaskan Native	33	75	20		50
2	Asian	11	33	17		30
3	Black or African American	0	12	8		15
4	Hispanic/Latino	11	14	11		15
5	Native Hawaiian or other Pacific Islander	100	0	0		-
6	White	25	29	27		30
7	Two or more races	20	38	22		30
8	Race/ethnicity unknown	23	75	39		40
9	Nonresident alien	0	50	40		45
10	Men	23	31	27		30
11	Women	24	26	24		28
12	Overall	23	29	26		32
13						

Definition and Methodology Explanations

1 This data will not be available from IPEDS until mid-January 2018 or later. We will update this form at that time.

2

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness

?	Category of Student/Outcome Measure	Bachelor Cohort 6 years ago	Bachelor Cohort 4 years ago	Associate Cohort Entering 6 years ago	Associate Cohort Entering 4 years ago
?	**First-time, Full-time Students**				
	Degree from original institution			25	30
	Not graduated, still enrolled at original institution			2	5
	Degree from a different institution			3	1
	Transferred to a different institution			20	16
	Not graduated, never transferred, no longer enrolled			53	49
?	**First-time, Part-time Students**				
	Degree from original institution			17	13
	Not graduated, still enrolled at original institution			5	9
	Degree from a different institution			2	3
	Transferred to a different institution			13	14
	Not graduated, never transferred, no longer enrolled			65	65
?	**Non-first-time, Full-time Students**				
	Degree from original institution			51	36
	Not graduated, still enrolled at original institution			0	6
	Degree from a different institution			6	2
	Transferred to a different institution			24	21
	Not graduated, never transferred, no longer enrolled			24	36
?	**Non-first-time, Part-time Students**				
	Degree from original institution			57	44
	Not graduated, still enrolled at original institution			0	1
	Degree from a different institution			3	3
	Transferred to a different institution			21	21
	Not graduated, never transferred, no longer enrolled			23	33

Measures of Student Achievement and Success/Institutional Performance and Goals

		3 Years Prior (FY15)	2 Years Prior (FY16)	1 Year Prior (FY17)	Current Year (FY 18)	Next Year Forward (goal) (FY19)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Of the 3,508 unique CMCC associate degree graduates between 7/1/07 and 12/30/15, 323 of them earned baccalaureate degrees, or 9 percent. This is from data from the National Clearinghouse as captured by the MCCS system office. We expect updated figures later this year.					
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace					
1	N/A					
2						
3						
4						

Definition and Methodology Explanations

1	
2	

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent	
		(FY 14)		(FY 15)		(FY 16)		(FY 17)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	who took exam	who passed	who took exam	who passed	who took exam	who passed	who took exam	who passed
1	Nursing NCLE -RN	23	23	27	27	23	22	21	21
2									
3									
4									
5									
?	**National Licensure Passage Rates**								
	Name of exam	who took exam	who passed	who took exam	who passed	who took exam	who passed	who took exam	who passed
1	Medical Assistant (Registered Medical Assistant-RMA certification (not a license))	6	6	10	10	15	15		
2	National Restaurant Associations ServSafe Certification (good for 5 years, not a license)	7	6	7	7	10	8	9	6
3									
4									
5									
?	**Job Placement Rates**								
	Major/time period *	of grads	with jobs	of grads	with jobs	of grads	with jobs	of grads	with jobs
1									
2									
3									
4									
5									

Check this box if the program reported is subject to gainful employment requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid						
		3 Years Prior (FY 14)	**2 Years Prior (FY 15)**	**1 Year Prior (FY 16)**	**Current Year (FY 17)**	**Next Year Forward (goal) (FY 18)**
?	**Completion Rates**					
1	Advanced Network Administration - Advanced Certificate	n/a	n/a	n/a	n/a	n/a
2	Advanced Network Security - Advanced Certificate	n/a	n/a	0	n/a	0

3	Advanced Server Administration - Advanced Certificate	n/a	n/a	n/a	n/a	n/a
4	Automotive Parts and Service Management - Certificate	n/a	n/a	n/a	100	n/a
5	Building Construction Technology - Certificate	0	0	0	0	33
6	Business Administration and Management - Certificate	0	0	57	13	20
7	Business and Computer Applications - Certificate	100	0	n/a	n/a	n/a
8	Criminal Justice - Forensic Investigation - Certificate	n/a	100	0	0	100
9	Culinary Arts - Certificate	11	20	35	29	20
10	Early Childhood Education - Certificate	0	50	14	0	n/a
11	Education - Advanced Certificate	n/a	n/a	n/a	0	50
12	Electromechanical Technology - Certificate	0	n/a	0	20	n/a
13	Fundamentals of Surveying - Certificate	n/a	n/a	n/a	n/a	33
14	Graphic Communications	0	n/a	n/a	n/a	n/a
15	Medical Coding & Electronic Health Records - Certificate	50	50	38	17	25
16	Police Operations - Advanced Certificate	n/a	n/a	n/a	75	50
17	Precision Machining - Certificate	35	41	13	33	33
18	Precision Machining - Advanced Certificate	100	80	60	38	38

? Placement Rates

1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

Cohorts for certificates/advanced certificates are fall 2013 - 2016.
n/a means no one from that fall cohort for that program.
0 means no one from that fall cohort completed in that program.
Registered Medical Assisting certification is self reported by the student
No students currently enrolled in this certificate program

Standard 8: Educational Effectiveness

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 15)	2 Years Prior (FY 16)	1 Year Prior (FY 17)	Current Year (FY 18)	Next Year Forward (goal) (FY 19)
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year					
Graduation rates 150 time					
Average time to degree					
Other measures, specify					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year					
Graduation rates 150 time					
Average time to degree					
Other measures, specify					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year					
Graduation rates 150 time					
Average time to degree					
Other measures, specify					
Distance Education (Add definitions/methodology in #4 below)					
[1] Course completion rates	70	75	73	75	76
[2] Retention rates	67	55	58		60
[3] Graduation rates	44				46
Other measures, specify					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify					

Definition and Methodology Explanations

1 Percentage of online courses where credit was successfully earned (Fall Semester) - ALL online classes
2 First to second year - cohort
3 Graduation rate 150 time - cohort
4
5

Standard 9

Integrity, Transparency, and Public Disclosure

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

INTEGRITY

DESCRIPTION

CMCC promotes the values of behaving ethically, responsibly, and with integrity among the members of the College community. CMCC systematically supports these values through a series of policies that are available to the administration, faculty, staff, and students. The president gives updates and reinforces the importance of these policies during the semester opening sessions for all staff and faculty. The policies are found on the Maine Community College System (MCCS) intranet site, CMCC Outlook Public Folders, and the College website.

CMCC maintains relationships with all internal and external constituencies that are based on truthfulness, clarity, and fairness. These principles and expectations are emphasized through policies that address issues related to intellectual property rights, the avoidance of conflicts of interest, privacy rights, and fairness in dealing with students, faculty, and staff.

CMCC is committed to the free pursuit and dissemination of knowledge. The College assures faculty and students the freedom to teach and study, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research. Article 13 of the Agreement between the Maine Community College System and the Maine Education Association Faculty Unit presents in part, faculty members shall be guaranteed full freedom in classroom presentations and discussions and may introduce politically, religiously or otherwise controversial material provided only that said material is relevant to the course content.

Central Maine Community College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, and is fully invested in demonstrating honesty and integrity in its compliance with the agency and its commission s standards, policies, requirements of affiliation, and requests. To assess the extent that CMCC is meeting the commitment of fair and honest disclosure and treatment of all affiliated constituents, several instruments are routinely administered.

APPRAISAL

CMCC maintains publications of policies that address issues related to intellectual property rights, the avoidance of conflicts of interest, privacy rights, and fairness in dealing with students, faculty, and staff. They can be found in the College catalog, course syllabi, and the CMCC website. Listed below are some examples that illustrate how CMCC promotes these expectations.

Ensuring Academic Honesty

- In accordance with the Academic Policies and Procedures in the College catalog, all course syllabi must include language that explains CMCC s stance on academic integrity, defines plagiarism, and explains consequences for violating this policy.

Copyright compliance guidelines are published on the College website and MCCS intranet site

- Copyright compliance
- Creating Patents and Copyrights

CMCC s educational policies and procedures are equitably applied to all its students

- The Notice of Non-Discrimination (below) statement is on the website and on page one of the CMCC College Catalog.
- The Disability statement is on page 21 in the CMCC College Catalog section titled, Academic Policies and Procedures.

The following publications demonstrate how CMCC is committed to the free pursuit and dissemination of knowledge

- MCCS Policy 104 Mission, Primary Powers and Duties (See section F4, Respect for Academic Freedom).
- MCCS Procedures Manual 304.1 (Academic Affairs Council).

With a student body that is significantly more diverse than the surrounding communities or the state as a whole, CMCC fosters an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds. The Noel Levitz survey results from spring 2014 identified Faculty are fair and unbiased in their treatment of individual students as an area of strength. The College continues to encourage activities on campus that engage students and promote open discourse with respect to issues in diversity.

- The CMCC Muslim Students Association sponsors activities that promote dialogue about cultural awareness. The Muslim Students Association also participates actively in campus-wide events such as open houses, spring and fall flings, etc.
- The College hosts a panel discussion every year titled, Journeys in Diversity, where members of the LGBT community speak about the many challenges they face in their lives.
- A flag from every nation of origin of CMCC students and employees is displayed in the Hall of Flags in Jalbert Hall.
- The Admissions Office hosts campus visits from organizations that serve the local immigrant community.

The College hired a Somali resident in 2016 to serve as the new Learning and Advising Representative who is also coordinating CMCC s Bridging Opportunity for ME program (explained further in Standard 5). This grant-funded effort is focused on reducing barriers and increasing access to higher education for New Mainers.

All CMCC employees (including adjunct faculty and resident assistants) are required every year to pass an online training program on Preventing Sexual Harassment. In addition, brochures explaining MCCS policies on sexual harassment and accommodating students with disabilities are distributed yearly to all employees.

The College further demonstrates respect and support for all people by adhering to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. Policies that reflect these principles and expectations appear on the MCCS Intranet, the College catalog, and all course syllabi as mandated by the Department of Academic Affairs. Specific locations for these publications are listed below.

- Non-Discrimination, Equal Opportunity and Affirmative Action
- MCCS Policy 202 Sexual Harassment, Sexual Assault and Consensual Relations
- CMCC Student Handbook
- CMCC Affirmative Action Plan
- Non-Discrimination Notice and Family Education Rights and Privacy Act (FERPA)

CMCC manages its academic, research and service programs, administrative operations, responsibilities to students, and interactions with prospective students with honesty and integrity. This philosophy is supported by the MCCS policy on Conflict of Interest and Outside Commitments, CMCC policy on Contributions, Memberships, Gifts, Donations and Sponsorships, and the Academic Integrity Statement in the College catalog.

- MCCS Policy 410 Conflict of Interest and Outside Commitments
- CMCC Policy on Solicitation of Gifts (Workroom)
- Academic Integrity page 16 in College catalog

All activities that are sponsored by or affiliated with CMCC (Ex. Scholarship Golf Scramble) are compatible with the institutions mission and follow the policies and procedures as outlined in the student code of conduct, found on page 27 of the Student Handbook.

Many major activities and events on campus are initiated by CMCC s Student Senate, composed each year of student representatives from each college major. Student activities are varied and intended to appeal to the educational, recreational, athletic, and social interests of students. Financed by student activity fees, the activity program includes both campus-based activities and those held in community facilities. With support from the Student Services office, commuting and residential students may organize activities and events. Scheduled events are announced on the College s digital signage (located throughout the campus), social media, and through email distribution of *The Mustang Message (*weekly email newsletter).

All CMCC policies reflect a commitment to the values of honesty, integrity, and high ethical standards. There has been a concerted effort to disseminate policies and procedures through a variety of outlets. Grievances are addressed and resolved by union contracts for faculty and staff and by formal guidelines for students. Union contracts are posted on the MCCS intranet site. Student grievance policies on conduct are found on pages 15 and 20 in the CMCC catalog and in the Student Handbook.

CMCC has been accredited by the New England Association of Schools and Colleges since 1976 and is fully invested in demonstrating honesty and integrity in its compliance with the agency and its commission s standards, policies, requirements of affiliation, and requests. Maine law requires the colleges of MCCS to satisfy the requirements necessary to achieve and maintain accreditation. The

Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (Commission) has accreditation jurisdiction over MCCS. MCCS must adhere to the Commission's Standards, Considerations, Policies, and Requirements of Affiliation as a condition of both receiving and maintaining accredited status.

TRANSPARENCY

DESCRIPTION

The publicly available college website provides common information that potential and current students may need. The College catalog, the Student Handbook, and links to frequently used web pages are all available on the school s home page most information is available within a couple clicks. Current students have access to additional information on CM*Connect*, the College s web-based, self-service portal. The website includes a consumer information link on the homepage that provides users with a direct link to all required NEASC standard information. The College director of communications serves as the webmaster and is charged with ensuring that web and print content are timely, accurate and include required consumer information. CMCC works continually to ensure electronic access to important information, including admission, employment, grading, assessment and student development.

While the current CMCC website contains a great deal of information about the College, it had clearly reached the point where a thorough content review, better mobile access, and a more appealing and user-friendly design was needed. In July 2017, CMCC entered into an agreement with a full-service digital marketing and consulting firm to redesign and develop the College website. The College expects to launch the new website no later than spring 2018.

APPRAISAL

CMCC endeavors to exemplify high ethical standards regarding transparency. The website lists student outcome data including retention, graduation, and transfer-out rates. Articulation agreements are posted along with a list of transfer schools. A graduate survey containing job placements is available as well.

Programs such as Nursing that hold independent accreditations identify those accrediting bodies in the catalog. The licensure success rates for Nursing are posted yearly on the website. Achievements of graduates or faculty and success in placement are highlighted in local media outlets and in the monthly *Around Campus* newsletter.

The College responds quickly to requests for information. The website contains a Contact Us link on the homepage for ease of accessibility. The Admissions Department monitors requests from this link and ensures delivery to the corresponding department on campus.

The College website lists the contact information for CMCC s Freedom of Information Officer. A link to the latest Institutional Fact Book is also listed, which provides information on graduation rates, retention, makeup of the student body, and financial summaries.

The self-study process revealed that the complaints and appeals section on the website should be more easily accessible. In addition, the appeals process would be better addressed in multiple sections of the Student Handbook.

PUBLIC DISCLOSURE

DESCRIPTION

The College catalog describes the institution s history and explains the many ways CMCC operates and serves its students. Obligations and responsibilities of both students and the institution are described in several areas, including academic integrity, support services, financial aid requirements, the process for filing grievances, etc. These descriptions consistently reflect the CMCC Mission Statement.

The mission and objectives of the institution are posted under General Information in the College catalog and website. Each program has a unique curriculum that is included in the catalog, and lists the expected educational outcomes.

CMCC publishes its requirements, procedures, and policies related to admission and transfer of credit on the website and in the catalog. Since the last self-study in 2008, the College has implemented a system to assess prior learning (credit and non-credit), and information related to this is contained on the College website. Assessment procedures, proficiency credit, and exam options are all included on the website under Prior Learning Assessment. Academic policies and procedures for student appeals and complaints, and other policies related to attending or withdrawing from the institution are included in the catalog.

The following information is accessible via the College website and/or CM*Connect*

- A list of institutions with which CMCC has articulation agreements
- Policies and procedures regarding student fees, charges and refunds
- Rules and regulations for student conduct
- Academic Programs of Study
- Courses currently offered (College website)
- Course search (CM*Connect*)
- Student employment
- Scholarships and work-study
- Student clubs and organizations, including academic honors programs
- Off-campus instructional locations
- Information regarding accreditation is accurate and explicitly worded

The CMCC website includes information regarding faculty, their departmental or program affiliation, and contact information. Information regarding faculty credentials is available in the College catalog. Names and positions of administrative officers (CMCC refers to these positions as deans) are available on the College website. The governing board of CMCC, and of the entire Maine Community College System (MCCS) is the MCCS Board of Trustees. Trustees and their principal affiliations are found on the MCCS website.

The institution clearly indicates the programs and courses currently offered on both the website and on CM*Connect*. The catalog also lists an inventory of all programs and courses, and the names of all college personnel and the positions they hold are also included.

The catalog speaks to the description of the College, including campus setting and the availability of academic and other support services. The College website offers a description of the student body,

and outlines the range of available co-curricular and non-academic opportunities for students. Both the CMCC website and catalog describe a wide range of institutional learning and physical resources that will benefit students.

CMCC publishes statements of its goals for students education on each program page in the College catalog. Each program is listed on the College website, with a link to each program page in the catalog. The curriculum pages contain student educational outcomes, and information regarding career opportunities relative to each program. Information on student success including retention, graduation, and transfer-out rates is included in the Student Right to Know section of the College website.

CMCC publishes information regarding the total cost of education and net price on the College website (see Tuition and Fees) and in the catalog. Financial aid resources are identified and the process for obtaining aid is explained on the CMCC website and in the catalog. The length of study for each program is listed on the College website and in the College catalog. The College website includes a link to a Net Price Calculator, a tool to assist students in helping to estimate the expected amount of student debt upon graduation. Information regarding the Federal Direct and Federal Plus loans are published on the College website, along with repayment terms and rates, to help students and prospective students make informed decisions.

APPRAISAL
The College makes every effort to assure its publications and advertising are accurate and representative of the programs and policies of the institution. The information in the annual College Catalog is the primary source for other publications and is currently complete and accurate. Information in this publication is reviewed and updated annually by faculty, staff, department chairpersons, the dean of academic affairs, and other executive officers of the College.

College print and digital publications, promotions, and oral communications are consistent with catalog content and accurately portray the environment and opportunities available at Central Maine Community College.

The College makes every effort to ensure that the course inventory is up to date. During the 2017-18 calendar year, the catalog was updated to reflect the removal of courses not offered. In the past academic year, some courses in the Math, Business, and Early Childhood Education curriculums were removed from the catalog because they were no longer included in the course inventory.

The self-study process revealed that the College describes itself as an institution established by the legislature, but does not explicitly identify itself as a public institution on the website or in the College catalog.

PROJECTION

- The dean of human resources will develop for Executive Cabinet review in spring 2019 a mandatory training schedule for all employees to improve awareness and compliance with MCCS and College policies.

- The director of communications will ensure that the complaints and appeals section on the new website and in the Student Handbook are more readily accessible by fall 2018.

- The IT Department will upgrade JICS (Jenzabar Internet Campus Solution) as soon as Jenzabar produces a new infrastructure.

- The Office of Planning and Public Affairs will ensure that all redesign and content revisions are completed for launch of the new College website before the start of the fall 2018 semester.

9.1

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	10/13/17	guides.cmcc.edu/c.php_g_99294&p_642757	Academic Affairs
	11/29/12	http //mymccs.me.edu/ICS/icsfs/Policy_309.pdf_target_0bcc3bd2-63c3-4414-bd66-1298093e8203	MCCS
Intellectual property rights		http //www.cmcc.edu/CurrentStudents/POLICIES/CollegePoliciesProcedures	Academic Affairs
		http //guides.cmcc.edu/ld.php_content_id_28441341	
Conflict of interest	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_410.pdf_target_76229781-6c75-477f-8687-9ca89ffbc2e5	MCCS
Privacy rights	10.13/17	www.cmcc.edu/CurrentStudents/POLICIES/CollegePoliciesProcedures	Student Services
			MCCS
	4/27/16	http //mymccs.me.edu/ICS/icsfs/Policy_502.pdf_target_5fccf974-cdc6-4e41-b546-10b896fb2f6a	MCCS
Fairness for students	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Fairness for faculty	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Fairness for staff	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Academic freedom	7/1/15	https //mymccs.me.edu/ICS/icsfs/MEA_Faculty_2015-2017.pdf_target_190f3db3-5155-4f73-89c7-07d525f2ac58	MCCS
Research		n/a	
Title I	11/29/12	http //mymccs.me.edu/ICS/icsfs/Policy_309.pdf_target_0bcc3bd2-63c3-4414-bd66-1298093e8203	MCCS
Other specify			
Website Privacy	8/20/13	www.cmcc.edu/CurrentStudents/POLICIES/WebsitePrivacyPolicy	IT
	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_203.pdf_target_076b580f-7daa-4a4b-93ea-1123371fb6cf	MCCS
Tobacco-Free Campus	7/1/14	www.cmcc.edu/CampusLife/TOBACCOFREECAMPUS	
	9/24/14	http //mymccs.me.edu/ICS/icsfs/Policy_806.pdf_target_f838e31c-ff33-4e20-ba95-b40afdc1d4e3	MCCS
Alcohol and Drug Free Policy		www.cmcc.edu/CurrentStudents/POLICIES/AlcoholandDrugFreePolicy	
	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_804.pdf_target_dfa54b25-0312-4f43-8a6a-044ee96983f8	MCCS
Disability Services		www.cmcc.edu/AcademicsRegistration/ACADEMICASSISTANCE/DisabilityServices	Academic Affairs
	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_407.pdf_target_2d1ccfd9-7571-4159-9ed3-d97285ce0300	MCCS
Non-Discrimination Notice on Web		www.cmcc.edu/CurrentStudents/POLICIES/CollegePoliciesProcedures	

Non-discrimination policies

Recruitment and admissions		http //www.cmcc.edu/Portals/0/Docs/Current_20Students/CMCCAffirmativeActionPlan.pdf	HR
	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Employment		www.cmcc.edu/Portals/0/Docs/Current_20Students/CMCCAffirmativeActionPlan.pdf	
	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Evaluation	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS

Disciplinary action	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f		
	7/27/17	http //mymccs.me.edu/ICS/icsfs/201.1_and_202.1.pdf_target_81dffbac-8015-48b0-8df0-cae73a43accf		
Advancement	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_201.pdf_target_e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS	
Other specify				

Resolution of grievances

Students (non-academic)		http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf		page 15
Students (academic)		http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf		page 20
Student Code of Conduct		www.cmcc.edu/Portals/0/Docs/Current_20Students/StudentHandbook.pdf		page 27
Faculty	7/1/15	https //mymccs.me.edu/ICS/icsfs/MEA_Faculty_2015-2017.pdf_target_190f3db3-5155-4f73-89c7-07d525f2ac58	MCCS	page 28
Staff		https //mymccs.me.edu/ICS/HR/Collective_Bargaining_Contracts.jnz_portlet_Handouts	MCCS	addressed in each CBA listed on this page
Other specify				
Disability Services		http //www.cmcc.edu/AcademicsRegistration/ACADEMICASSISTANCE/DisabilityServices		
	6/24/09	http //mymccs.me.edu/ICS/icsfs/Policy_407.pdf_target_2d1ccfd9-7571-4159-9ed3-d97285ce0300	MCCS	

? Other	Last Updated	Website location or Publication	Responsible Office or Committee
Student Right to Know		www.cmcc.edu/STUDENTRIGHTTOKNOW	

Please enter any explanatory notes in the box below

MCCS Policy 201 (Non-Discrimination, Equal Opportunity and Affirmative Action) and MCCS Policies 201.1 and 202.1 (College Procedure for Discrimination, Harassment, Sexual Harassment and Affirmative Action

9.2

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)	
How can inquiries be made about the institution Where can questions be addressed	www.cmcc.edu/ContactUs.aspx	
Notice of availability of publications and of audited financial statement or fair summary	http //www.cmcc.edu/STUDENTRIGHTTOKNOW.aspx .Wk0haU2WyM8	
Processes for admissions	www.cmcc.edu/apply	
Processes for employment	www.cmcc.edu/EMPLOYMENT/FacultyStaffOpportunitiesatCMCC	
Processes for grading	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 23
Processes for assessment	http //www.cmcc.edu/About/ABOUTCMCC/PlanningPublicAffairs	
Processes for student discipline	www.cmcc.edu/Portals/0/Docs/Current_20Students/StudentHandbook.pdf	
Processes for consideration of complaints and appeals	www.cmcc.edu/Portals/0/Docs/Current_20Students/CurrentCMCCCatalog.pdf	

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and		
Statement/Promise	**Website location and/or publication where valid documentation can be found**	
Various program learning outcomes for each program.	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	starting on page 34
Nursing Program Achievement Data	www.cmcc.edu/AcademicsRegistration/PROGRAMSOFSTUDY/Nursing	
Graduation Rate Statistics	https //nces.ed.gov/collegenavigator/ q Central Maine Community College&s ME&l 3&ct 1&id 161077 retgrad	
Lowest Tuition and Fees in New England	https //www.mccs.me.edu/admissions-tuition-aid/tuition-aid/tuition-fees/	
Over 40 programs, certificates and advanced certificates	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 30
More than 92 of employed MCCS graduates are working in Maine	https //www.mccs.me.edu/about-mccs/	
Over 95 of employed MCCS graduates who take a state or national licensure exam are successful in earning the certification they need to work in their chosen field	https //www.mccs.me.edu/about-mccs/	
Course flexibility (evening, weekend, online)	https //cmconnect.cmcc.edu/ICS/Students/Course_Info_and_Registration.jnz portlet Course_Schedules&screen Advanced_Course_Search&screenType next	

Date of last review of:	
Print publications	Summer 2017. Regular and ongoing
Digital publications	Summer 2017. Regular and ongoing.

Please enter any explanatory notes in the box below

9.3

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location	
Institutional catalog	www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	
Obligations and responsibilities of students and the institution	www.cmcc.edu/Portals/0/Docs/Current_20Students/StudentHandbook.pdf	
	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	
Information on admission and attendance	www.cmcc.edu/FutureStudents/ADMISSIONS	
Institutional mission and objectives	www.cmcc.edu/About/ABOUTCMCC/MissionandVision	
Expected educational outcomes	www.cmcc.edu/ParentsFamilies/STAYINFORMED/StudentOutcomes	
	www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 32
Status as public or independent institution status as not-for-profit or for-profit religious affiliation	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 2
Requirements, procedures and policies re admissions	www.cmcc.edu/FutureStudents/ADMISSIONS/AdmissionsRequirements	
Requirements, procedures and policies re transfer credit	www.cmcc.edu/FutureStudents/ADMISSIONS/TransferCreditPolicyProcedures	
Articulation Agreements	www.cmcc.edu/FutureStudents/CREDITFORPRIORLEARNING/ArticulationAgreementsforPriorLearning	
Student fees, charges and refund policies	www.cmcc.edu/FutureStudents/PAYINGFORCOLLEGE/TuitionandFees	
	www.cmcc.edu/Portals/0/Docs/Academics_Registration/Refund_20Policy.pdf	
Rules and regulations for student conduct	http //www.cmcc.edu/Portals/0/Docs/Current_20Students/StudentHandbook.pdf	page 27
Procedures for student appeals and complaints	http //www.cmcc.edu/Portals/0/Docs/Current_20Students/StudentHandbook.pdf	page 29
	http //www.cmcc.edu/AcademicsRegistration/ACADEMICASSISTANCE/DisabilityServices	
	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 20
Other information re attending or withdrawing from the institution	www.cmcc.edu/AcademicsRegistration/REGISTRATIONRECORDS/AddWithdrawalPoliciesProcedures	
Academic programs	www.cmcc.edu/AcademicsRegistration/PROGRAMSOFSTUDY	
Courses currently offered	http //www.cmcc.edu/AcademicsRegistration/CATALOGOFFERINGS/CatalogOfferingsCourseDescriptions	
Other available educational opportunities	www.cmcc.edu/training	
Other academic policies and procedures	www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	
Requirements for degrees and other forms of academic recognition	www.cmcc.edu/Portals/0/Docs/Current_20Students/CurrentCMCCCatalog.pdf	page 27
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	www.cmcc.edu/Portals/0/Docs/Current_20Students/CurrentCMCCCatalog.pdf	page 136
Names and positions of administrative officers	www.cmcc.edu/About/ADMINISTRATION	
	www.cmcc.edu/FacultyStaff/FacultyStaffDirectory	
Names, principal affiliations of governing board members	www.cmcc.edu/About/ABOUTCMCC/Governance	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	www.cmcc.edu/offcampuslearning	

	www.cmcc.edu/onlinelearning	
Programs, courses, services, and personnel not available in any given academic year.	N/A	
Size and characteristics of the student body	http //www.cmcc.edu/About/ABOUTCMCC/CMCCFacts.aspx .WkJoUE2WyM8	
Description of the campus setting	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 3
Availability of academic and other support services	www.cmcc.edu/AcademicsRegistration/ACADEMICASSISTANCE	
Range of co-curricular and non-academic opportunities available to students	www.cmcc.edu/CampusLife	
	www.cmmustangs.com	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http //www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf	page 3
Institutional goals for students' education	www.cmcc.edu/AcademicsRegistration/PROGRAMSOFSTUDY	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.cmcc.edu/STUDENTRIGHTTOKNOW	
	www.cmcc.edu/AcademicsRegistration/PROGRAMSOFSTUDY/Nursing	
Total cost of education and net price, including availability of financial aid and typical length of study	www.cmcc.edu/FutureStudents/PAYINGFORCOLLEGE	
	www.cmcc.edu/FutureStudents/PAYINGFORCOLLEGE/TuitionandFees	
	www.cmcc.edu/FutureStudents/PAYINGFORCOLLEGE/FinancialAid	
	www.cmcc.edu/financial_aid/NetPriceCalculator/npcalc.html	
Expected amount of student debt upon graduation and loan payment rates	http //www.cmcc.edu/STUDENTRIGHTTOKNOW	
Statement about accreditation	http //www.cmcc.edu/About/ABOUTCMCC/Accreditation	

Appendix

Affirmation of Compliance Document



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.cmcc.edu/Portals/0/Docs/DefinitionofaCreditHour.pdf http://www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf
Print Publications	College Catalog page 16 (for URL above)
Self-study Page Reference	Pages 64-65

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.cmcc.edu/FutureStudents/ADMISSIONS/TransferCreditPolicyProcedures http://www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf
Print Publications	College Catalog page 18 (for URL above)
Self-study Page Reference	Page 66

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://www.cmcc.edu/Portals/0/Docs/Current%20Students/StudentHandbook.pdf http://www.cmcc.edu/Portals/0/Docs/Academics_Registration/CurrentCMCCCatalog.pdf
Print Publications	Student Handbook page 29 College Catalog pages 15 & 20
Self-study Page Reference	Pages 89, 163, 165

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	CMCC issues a unique username and password to students. Students may change that password during the initial login process. Once a student logs out (or is "timed out") they must reenter the system using their username and password. To assist in the prevention of academic dishonesty and to verify student identity, the following faculty recommendations have been implemented: 1. Password protect a student's class login 2. Password protect exams and email the password to the student 15 minutes before the exam opens 3. Permit student access to exams on a specified date and time and employ testing time limits when possible 4. Employ proctored exams and request student picture ID 5. Foster a personal relationship with students 6. Use a variety of assessment strategies including discussions, tests, projects and papers 7. Modify test questions and assignments each semester
Self-study Page Reference	Page 68 (Policy is in Workroom)

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.cmcc.edu/About/ABOUTCMCC/Accreditation.aspx#
Print Publications	Lewiston Sun Journal, Twin City Times
Other	Campus Newsletter (Feb 2018)
Self-study Page Reference	N/A

The undersigned affirms that **Central Maine Community College** meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: 11 Jan 2018

Scott E. Knapp, Ed.D.

E-Series Forms

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review?
At the institutional level:	Learning outcomes for all programs are available online in the college catalog. The College has a core curriculum for the AAS, AS and AA degrees and certificate programs as specified by MCCS Policy 302. This information is available online in the college catalog. The learning outcomes for the individual courses that comprise the core curriculum are available online in the college catalog.	CMCC uses course and program completions, as well as licensure exams pass rates, capstone courses, field experience courses and portfolios as described in the individual program information found below to determine that graduates have achieved the stated outcomes for the degree.	The Academic Programs Committee (APC) reviews changes in courses and programs and requests evidence to support change requests. After APC approval, change requests are reviewed by Faculty Senate who further reviews the evidence and then final changes are approved by Leadership Committee. An assessment conference for every program is conducted every five years to ensure stated outcomes are being achieved, and to determine steps for continuous improvement. After each assessment conference a program review is completed and presented to the Education Committee of the MCCS. Individual departments review evidence on an annual basis and at least twice annually with the Program Advisory Committee.	Curriculum mapping was redesigned to be simplified so continuous updating would happen more readily. Faculty worked together to create and implement shared assessments to gather data across courses with multiple sections to ensure course and program learning outcomes were being met. Program-level learning outcomes were revised in most academic programs over the past eighteen months.	Program review dates are listed below.

For general education if an undergraduate institution:	College catalog pg. 32	For each general education competency, a course is selected to assess the competency and the same rubric is used in all sections of that particular course for a pre-determined mutual assignment. For example, all sections of General Biology and the lab co-requisite course, BIO 101/BIO 102, use a shared rubric for assessing that the learning outcomes for the general education competency of scientific method of reasoning have been met. Another example is that the math department implemented the same questions at the end of every final exam for all sections of MAT 122, College Algebra, and MAT 135, Statistics, to gather data on students achieving stated outcomes. The first implementation of this was in spring 2017 semester and it was done again in fall 2017 semester. There was not large discrepancy between sections, however, the College is looking forward to collecting data in future semesters to see if trends can be identified.	Faculty meet annually to interpret the evidence. On a system-level, interpretation is done on an annual basis by faculty of all 7 MCCS campuses at an event called Rubric Rumble. Every November faculty meet to develop/improve rubrics. Every May artifacts in the form of tests, essays, lab reports, etc. are shared and rubrics are used to assess the artifacts. In AY 16-17 writing, math, natural sciences and communication were focused on. In AY 17-18, diversity, ethical reasoning, creative arts and social science are being worked on.	Effective fall 2014 a shorter remedial ENG sequence was developed changing the sequence from three courses to one and creating a new course ENG 105 by adding one credit to College Writing and extending the time it met by 90 minutes per week for students who were previously enrolled in the highest remedial course. In 2016, the impact of this change on ESL students was reviewed and requirements for the ENG courses ESL students enroll in upon completing the ESL sequence were finalized. A general education competency in creative arts was added for fall 2016 to align with other MCCS campuses for the Block Transfer Agreement with the University of Maine System. Some courses are using shared assessment in all sections.	

List each degree program: 1. Accounting	College catalog, syllabi, curriculum map on website	ACC 244, Computerized Accounting, and ACC 265, Managerial Accounting, are courses that encapsulate all of the ACC learning outcomes so assessment activities are in place to know program outcomes are being met.	Faculty review complete projects on a semester basis and curriculum mapping	Effective for fall 2014, the Accounting program reverted back to a former curriculum that worked better than the changed curriculum—ACC 265 had been removed from the curriculum but was added again. The prerequisite was removed from ACC 244 because students were found to be successful in the course without the prerequisite and this changed opened the course up to more students to take it as an elective.	2014
2. Architectural and Civil Engineering	College catalog, syllabi, curriculum map on website	Choice of thesis capstone course or internship course, student presentations on course concepts, student renderings	Faculty review and curriculum mapping	A change in credit distribution went into effect for fall 2015 to increase the lab time in CAD classes to give students more exposure to the technology. Program outcomes revised fall 2017. The curriculum was revised in 2014 to update courses by expanding industry topics and eliminating material testing topics.	2011

3. Automotive Technology	College catalog, syllabi, curriculum map on website	Four field experiences, e-portfolios based on accrediting agency requirements, shared rubric for student journals	Faculty review, program advisory committee feedback, external accrediting agency, curriculum mapping	In fall 2016, the curriculum was redesigned to combine stand-alone lecture and lab courses on the same topic into single courses. For example, AUT 130 Intro to Engine Repair Lecture and AUT 131 Engine Repair Lab became AUT 152 Engine Repair I, course content was also shifted among courses to create room in the curriculum for new courses and time to focus more in-depth on topics than previously able to. Focus on meeting established NATEF industry standards, implemented an e-portfolio to better assess student learning.	N/A Has External Accreditation
4. Ford ASSET	College catalog, syllabi, curriculum map on website	Five field experiences, e-portfolios based on accrediting agency requirements, shared rubric for student journals to track progress	Faculty meetings, program advisory committee feedback, curriculum mapping	Increased focus on industry standards and implementation of e-portfolio to better assess student learning	N/A Has External Accreditation

5. Building Construction Technology	College catalog, syllabi, curriculum map on website	Competency-based testing, e-portfolio, optional capstone course, final Exams for non-shop courses, and employer evaluation of field experience	Faculty review data, include the program advisory committee members, curriculum mapping	Effective fall 2015, BCT 139 Construction Document and Print Reading and BCT 202 Construction Estimating were replaced with one course BCT 152 Construction Document Reading and Cost Estimating to represent the practical application of both areas as they would be practiced in the field. An e-portfiolio to track student progress was implemented as was competency based testing. Increased outreach to high school programs for seamless transition from high school program to CMCC program. New BCT: Jobsite associate degree piloted in spring 2017 and formalized for fall 2018, added BUS 110 Principles of Supervision to list of options for an elective based on program advisory committee feedback.	2017

6. Business Administration and Management	College catalog, syllabi, curriculum map on website	Capstone course, presentations, creation of Access database	Faculty review, all faculty attend capstone final project presentations, curriculum mapping	Effective fall 2014, the four concentrations in the business program were discontinued and an advising pathway model was implemented which allowed greater flexibility to students in courses available to meet requirements and scheduling. Effective 2015, BUS 100 Understanding Business was removed as a prerequisite of BUS 122 Business Law because students had been allowed to enroll in BUS 122 without taking BUS 100 and were successful. An A.S. degree option was created in Business Administration for fall 2017 to better serve students whose goal is to transfer since previously students transferring to 4-year institutions had difficulty because the A.A.S. program does not follow AACSB guidelines since it is designed to prepare student for the workforce. Created capstone course in last semester that utilizes business simulation software. Removed courses that had once served a purpose but have become obsolete such as BCA 101 Computer Keyboarding and BCA 125 Navigating the Net.	2014
7. Network Security/Computer Forensics	College catalog, syllabi, curriculum map on website	Capstone course, labs demonstrations	Meet multiple times per year as faculty, program advisory committee feedback, curriculum mapping	Common assessments and revised program outcomes	

8. Computer Technology	College catalog, syllabi, curriculum map on website	Capstone course, lab demonstrations	Meet multiple times per year as faculty, program advisory committee feedback, curriculum mapping	Working on common assessments for multiple sections of the same course. Changed course descriptions for CPT 250, 252, 266, 271, 272 and 275 to reflect changes in industry.	2014
9. Criminal Justice	College catalog, syllabi, curriculum map on website	Skills Demonstration Lab completion Written Tests Research Papers Presentations	Meet as faculty on a regular basis - Feedback from advisory committee – needs of field, ideas and suggestions—curriculum mapping	Created advising pathway model effective fall 2014 to allow students to tailor their academic plan in CRJ to fit their career/education goals.	2016
10. Criminal Justice Computer Forensics	College catalog, syllabi, curriculum map on website	Skills Demonstration Lab completion Written Tests Research Papers Presentations	Meet as faculty on a regular basis, curriculum mapping, and feedback from program advisory committee – needs of field, ideas and suggestions.	Revised courses as needed based on faculty meetings and revised program outcomes.	
11. Forensic Science	College catalog, syllabi, curriculum map on website	Process crime scene evidence and competency demonstration	Meet as faculty on a regular basis, curriculum mapping, and feedback from advisory committee – needs of field, ideas, and suggestions.	Program began fall 2017 as a result of student interest and inquiry.	
12. Criminal Justice Police Operations Adv. Cert	College catalog, syllabi, curriculum map on website	Field practical course completion	Meet as faculty on a regular basis, curriculum mapping, feedback from advisory committee – needs of field, ideas, suggestions	Revised courses as needed based on faculty meetings.	

13. Culinary Arts	College catalog, syllabi, curriculum map on website	Student demonstration, field practical exam consisting of menu development, cost analysis, preparation and serving, optional Certification in ServeSafe industry standard, every class ends with a course specific practical exam, knowledge based tests based on texts.	Faculty meet, curriculum mapping, and program advisory committee involvement	Major curriculum revision effective fall 2014 with the discontinuation of five courses and the creation of eight courses and the decrease of total credit hours by three credits to modernize the program and increase flexibility in student scheduling—the program transitioned out of being a day emersion program. CUA 100, 105, 110, 115, 150, 152, 155 and 160 were changed from shop to lab classes to accurately reflect the instructional mode effective fall 2017. Program outcomes were revised to be more specific and measurable. An associate degree was created effective 2018.	2016
14. Culinary Arts Restaurant Management	College catalog, syllabi, curriculum map on website	Required internship, final practical exam, option certification in ServeSafe industry standard	Faculty review, curriculum mapping, involve program advisory committee	Moved the program from the Business Department to the Culinary Arts Department and renamed it based on student feedback. An internship was added as a requirement for fall 2016. Program outcomes were revised to be more specific and measurable in 2017.	2016

15. Early Childhood Education	College catalog, syllabi, curriculum map on website	Capstone course, NAEYC standards for teachers Classroom Assessment Scoring System (CLASS) standards	Faculty review that involves the program advisory committee and curriculum mapping	In 2015, ECE 210 Current Topics in Early Childhood Education was removed from the course inventory because it was found those topics were being taught in other ECE classes. Discontinued the certificate program in 2016 because it no longer met State requirements for education technicians resulting in low enrollment numbers and no longer meeting workforce needs. Revised program outcomes in fall 2017. Implementation of CLASS. Replaced the open elective in ECE to a course that will provide students with the guidance and discipline techniques.	2017
16. Education	College catalog, syllabi, curriculum map on website	Maine State Teaching Standards Job Shadow	Faculty review that involves program advisory committee members and mentor teachers, curriculum mapping	Created an A.S. in Education for fall 2017 to provide 100 & 200 level courses intended for transfer to a baccalaureate institution.	First one not yet held
17. Electromechanical Technology	College catalog, syllabi, curriculum map on website	Maine State electricians exam Lab testing and completion	Faculty review and involve program advisory committee and other employers, curriculum mapping	Revised courses to meet industry need. For example, ELT 275 Robotics and Control Systems was redesigned and renamed ELT 276 Automation Systems for fall 2016.	2016
18. General Studies	College catalog, syllabi, curriculum map on website				2016

19. Graphic Communication	College catalog, syllabi, curriculum map on website	Portfolio	Faculty meet regularly with program advisory committee feedback, curriculum mapping.	The following course names were changed effective fall 2016 to clarify the subject matter being taught: GRC 103, 106, 153, 155, 177, 204, 218, 219, 296 and 297. GRC 102 Graphic Design I was created to help students develop a foundation in graphic design. GRC 107 Digital Systems & Equipment I was created to introduce students to Macintosh Operating Systems. Additional courses were created to fulfill the elective requirements: GRC 152, 220 250, and 252.	2015
20. Human Services	College catalog, syllabi, curriculum map on website	Students complete a portfolio in the Practicum I & II courses and are eligible for the MHRT/C Certification after successful completion of the HUS degree.	Faculty review of assessment for HUS 251, a course that encapsulates all HUS program outcomes, and MHRT/C standards, curriculum mapping	An assessment was created for HUS 251 that assesses all program outcomes in 2017. A substance abuse track was created in spring 2017. A 3 credit open elective was removed from the program in order to comply with MCCS policy 302 of being at 64 or less credit hours.	2014

21. Liberal Studies	College catalog, syllabi, curriculum map on website	Common assessment portion of final exam in MAT 122 and MAT 135, MAT – comprehensive finals, quizzes, tests, real life problems solving, may use Challenge exams, AST and GEO – tests, final PHY – quizzes, tests and 13-14 labs (1 credit course) Research papers, exams, quizzes, self-reflection/assessment essays, mixed media projects/presentations HUM rubrics for specific courses	Faculty meetings and Rubric Rumble (described above)	Effective for fall 2015, students in LIB can take a maximum of six credit hours of electives that are outside of the general education domain so that students can take course of interest that will transfer and that will also apply to graduation requirements, i.e. a LIB student take an Education course. ENG 125, Introduction to Literature, was added as a requirement for fall 2017 to align with other LIB programs in MCCS so that the course can be used for system-wide writing assessment for the Block Transfer Agreement with the University of Maine System.	2016
22. Life Sciences	College catalog, syllabi, curriculum map on website	Labs, presentations, research projects, Honors Project Capstone course	Faculty meet on a semester basis and curriculum mapping	The program was laid out differently in the catalog to be more flexible for students who have varied interests in the Life Sciences. Some students need the rigor of courses like Organic Chem I & II and a full array of math courses to fulfill education and career goals, while others do not, such as students looking to transfer to be dental hygienists.	2017

23. Management Information Systems	College catalog, syllabi, curriculum map on website	Capstone course or externship	Faculty review that involves advisory committee members and curriculum mapping	The program was created effective fall 2016 as the result of the former Business & Computer Application (BCA) program becoming outdated. The BCA program was designed to prepare graduates in secretarial science that was found to no longer be needed. A review of enrollment data and program advisory committee feedback led to a redesigned degree offering of graduates who have advanced computer skills particularly in data mining and data analysis.	First one not yet held
24. Medical Assistant	College catalog, syllabi, curriculum map on website	Externship, clinicals, presentation	Faculty meet each semester and curriculum mapping	Effective fall 2014, MEA 165 Medical Ethics & Law added to the curriculum because the program advisory committee stated their needed to be an increased focus on HIPPA regulations. Effective fall 2015, BCA 121 Word Processing and BCA 101 Keyboarding were removed as requirements of the program because students were learning applicable computer experience before enrolling in the program. BUS 150 Customer Service was added as a requirement of the program for fall 2015 at the recommendation of the program advisory committee. Revised program outcomes in fall 2017.	2015

25. Medical Coding and Electronic Health Records	College catalog, syllabi, curriculum map on website	Practicum, State certification	Faculty meet monthly and curriculum mapping	Revised program outcomes. Curriculum revised to align with AHIMA program, to include reimbursement concepts	2017
26. Nursing	College catalog, syllabi, curriculum map on website	National Counsel Licensing Exam (NCLEX-RN), standardized testing, detailed test analysis from test bank vendor.	Faculty review on a semester basis, external accreditor, curriculum mapping	Removed the general education open elective and required MAT 100 or higher in its place to prepare students to calculate dosages and/or to transfer to BSN programs where statistics is required and they need MAT 100 first.	N/A Has External Accreditation
27. Physical Fitness Specialist	College catalog, syllabi, curriculum map on website	American College of Sports Medicine (ACSM--licensing exam), student field experience, student practicum.	Faculty review on a semester basis, curriculum mapping	PHF 122, PHF 202 and PHF 204 were renamed effective fall 2015 with more contemporary terminology at the recommendation of the program advisory committee. Two new courses, PHF 250 and PHF 210, were added to incorporate coaching skills in the program. Revised program outcomes in fall 2017. Curriculum change effective fall 2017, which included students being required to sit for the ASCM licensing exam as part of a course component and removal of some of the business courses intended for student to be able to open a business. The new program director does not feel there is room in the program to adequately prepare for the PHF workforce and to prepare to open a business so opening a business	2017

				as a career opportunity was removed as a program outcome. BIO 105 Human Anatomy or BIO 115/116 Anatomy & Physiology lecture and lab were added as a co-requisite to PHF 120 so students could make reference to A&P concepts. The same biology courses were added as a prerequisite to PHF 122 Kinesiology because students need to understand A&P concepts to be successful.	
28. Precision Machining Technology	College catalog, syllabi, curriculum map on website	NIMS Credential Project	Faculty review, curriculum mapping	The curriculum was redesigned for fall 2016 to separate mills and lathes into separate courses and to separate milling and grinding into courses specific to each topic. Program outcomes were revised. Curriculum change effective Fall 2016, which created space in the program to add two new courses in 1) geometric dimension and tolerance and 2) introduction to coordinate measuring machines, both at the recommendation of the program advisory committee.	2012

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
National Automotive Technician Education Foundation (NATEF)	2016	None	Employment rates through post graduate surveys. Completion of required tasks determined by accrediting board, shown through samples of student tracking.	2 ½ year self-review submitted in 2018. Next visit review submitted in 2021.
Maine State Board of Nursing	March 2017	None	Maine State Board of Nursing relies heavily on maintaining continuing national accreditation but also looks at performance for the pass rate for first time NCLEX test takers (RN Licensure exam).	March 2023
Accreditation Commission for Education in Nursing (ACEN)	Spring 2012	ACEN reviewed and accepted the follow-up report in April 2015 and affirmed the next visit is in Spring 2020. Areas needing development were timely completion of a graduate degree in nursing for faculty members currently enrolled and continue efforts to secure faculty credentialed with a graduate degree with a major in nursing.	ACEN has six criteria it evaluates programs on: Mission and Administrative Capacity; Faculty and Staff; Students; Curriculum; Resources; Outcomes. Included in our Systematic Evaluation Plan are components for each standard. We evaluate (amongst other items) the pass rate for first time NCLEX test takers (RN Licensure exam) to be at or above the National and State average; employment rate of graduates; and our persistence rate. We also evaluate clinical sites, faculty, end of program outcomes, curriculum compared to aggregate student achievement on national standardized tests. Because we have two sites, we also compare performance at each site to the other to ensure comparable results regardless of program location.	Spring 2020

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

Audited Financial Statements





MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

FINANCIAL STATEMENTS

and

SUPPLEMENTAL INFORMATION

June 30, 2017 and 2016

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Financial Statements

Years Ended June 30, 2017 and 2016

TABLE OF CONTENTS

	Page(s)
Independent Auditor's Report	1 - 2
Management's Discussion and Analysis	3 - 19
Basic Financial Statements:	
Maine Community College System:	
Statements of Net Position	20
Statements of Revenues, Expenses and Changes in Net Position	21 - 22
Statements of Cash Flows	23 - 24
Maine Community College Educational Foundations:	
Balance Sheets	25
Statements of Activities	26
Maine Community College System Post-Employment Benefit Trust:	
Statements of Fiduciary Net Position	27
Statements of Changes in Fiduciary Net Position	28
Notes to Financial Statements	29 - 59
Required Supplementary Information:	
Maine Community College System:	
Schedule of the System's Proportionate Share of the Net Pension Liability	60
Schedule of the System's Pension Contributions	61
Maine Community College System Post-Employment Health Insurance Plan:	
Schedules of Funding Progress and Employer's Contributions	62
Schedule of Changes in the Net OPEB Liability and Related Ratios	63
Schedule of Contributions	64
Schedule of Investment Returns	65
Notes to Required Supplementary Information	66
Supplemental Schedule:	
Maine Community College System:	
Schedule of Activities	67

BerryDunn

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Maine Community College System

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities, the aggregate discretely-presented component units, and the fiduciary fund of the Maine Community College System (the System), a component unit of the State of Maine, as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise the System's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of certain foundations within the aggregate discretely-presented component units, which statements reflect total assets constituting 55%, and revenue constituting 54%, of the related totals. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion on the aggregate discretely-presented component units, insofar as it relates to the amounts included for these certain foundations, is based solely on the reports of the other auditors. We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the aggregate discretely-presented component units noted above were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, based on our audits and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely-presented component units, and the fiduciary fund of the System as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that Management's Discussion and Analysis and the information listed under Required Supplementary Information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB) who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and/or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The Schedule of Activities, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements. The Schedule of Activities is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing the reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the Schedule of Activities is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited the System's June 30, 2016 financial statements, and we expressed unmodified opinions on those audited financial statements in our report dated October 14, 2016. In our opinion, the summarized comparative information presented herein for the year ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2017 on our consideration of the System's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control over financial reporting and compliance.

Berry Dunn McNeil & Parker, LLC

Portland, Maine
October 16, 2017

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2017

Introduction

The following report is Management's Discussion and Analysis (MD&A) of the financial results for the year ended June 30, 2017, with comparative information for the prior two years. The MD&A should be read in conjunction with the financial statements and related notes that are presented with this report. The MD&A is unaudited supplemental information required by the Governmental Accounting Standards Board (GASB). The purpose of the MD&A is to enhance the understandability and usefulness of the financial statements by providing an objective analysis of the financial activities based on currently known facts, decisions, and conditions. The financial statements, footnotes, and MD&A are management's responsibility.

General Information about the Maine Community College System

The history of Maine's community colleges dates to 1946 and the creation of the Maine Vocational Technical Institute within the Maine Department of Education. During the 1960s, five more vocational technical institutes were created, and in 1986 the Maine Vocational Technical Institute System was established as a quasi-governmental organization and autonomous public instrumentality. In 1989 the name was changed to the Maine Technical College System. A seventh college was added in 1994, and on July 1, 2003, the Legislature expanded the System's mission and changed its name to the Maine Community College System (MCCS or the System).

MCCS offers nearly 300 one- and two-year program options in health care, computers, automotive technology, construction, early childhood education, electrical & electronics, engineering technology, public safety, hospitality, business, metals manufacturing, liberal studies, and many others.

The seven-college system consists of Central Maine Community College in Auburn (CMCC), Eastern Maine Community College in Bangor (EMCC), Kennebec Valley Community College in Fairfield and Hinckley (KVCC), Northern Maine Community College in Presque Isle (NMCC), Southern Maine Community College in South Portland and Brunswick (SMCC), Washington County Community College in Calais (WCCC), and York County Community College in Wells (YCCC). Off-campus centers are located in East Millinocket, Ellsworth, South Paris, Damariscotta, Sanford and Houlton. The System's central office, located in Augusta, Maine, was established by legislation to provide statewide coordination and leadership to the seven colleges.

The System also operates two state-wide programs; Early College for ME (ECforME) and the Maine Quality Centers (MQC). ECforME is a comprehensive high school-to-college transition program offered in partnership with secondary schools throughout the state. ECforME provides selected students with scholarships to community colleges, access to college courses to seniors in high school, and advising and support throughout a student's high school and community college experience. The MQC program is an economic development program established by the Legislature in 1994. The program provides customized workforce training grants for Maine employers seeking to locate or expand their operations in Maine or who are interested in providing training to their incumbent workers. The training is coordinated and delivered by the seven community colleges.

Using the Financial Statements

In addition to this MD&A, the System's financial report includes a Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and a Statement of Cash Flows, together with related footnotes. These financial statements are presented in accordance with GASB principles, which establish the standard for external financial reporting for public colleges and universities. The GASB standards require that the financial statements focus on the System as a whole.

In order to provide a more comprehensive understanding of the resources supporting the mission of the MCCS, the GASB also requires that the MCCS report on the assets, liabilities, and activities of organizations that are not owned or managed by the MCCS but that exist for the sole purpose of benefiting the System or its colleges. Accordingly, these financial statements include a Balance Sheet and Statement of Activity for the Maine Community College Educational Foundations (MCCEF) and a Statement of Fiduciary Net Position and a Statement of Changes in Fiduciary Net Position for the Maine Community College System Other Post-Employment Benefit Trust (MCCS OPEB Trust or Trust). The MCCEF includes six foundations established to support individual colleges and their students. It also includes The Foundation for Maine's Community Colleges which was established in November of 2009 to provide broad based support to all seven of the state's community colleges. The MCCS OPEB Trust was established under Section 115 of the Internal Revenue Code as an irrevocable trust to manage the assets contributed by the System to fund its long-term obligation to pay the health care and life insurance benefit costs for certain employees after their retirement.

The Statement of Net Position depicts the financial position of the Maine Community College System as of June 30, 2017, with comparative data from June 30, 2016, and includes all of the assets and liabilities, deferred inflows and deferred outflows of the System. Assets represent what the System owns plus what is owed to MCCS. Liabilities constitute obligations to make payment to others plus what the System has collected in advance of providing the related services. Net position represents the residual interest in the MCCS assets after liabilities are deducted, net of deferred inflows and outflows, and the positive or negative change in net position over time is an indicator of the relative financial health of the System. The net position is divided into three primary categories:

> *Net investment in capital assets,* represent the land, buildings and equipment that the System has acquired over its life and still uses. Net capital assets are presented after deductions for accumulated depreciation and the outstanding debt incurred to acquire or construct them. This category includes deposits held with bond trustee to service outstanding debt.
>
> *Restricted* net position has inherent limitations and can only be expended for the purposes stipulated by the individual, institution, or governmental unit that directed the resources to the System. Restricted *expendable* net position is available to be used for the intended purpose while *nonexpendable* assets are invested in perpetuity, and the investment income is used for the intended purpose.
>
> *Unrestricted* net position is available for general operations of the System and for dedicated purposes such as capital projects for renewal and replacement, Maine Quality Center training initiatives, and working capital maintained for departmental and auxiliary enterprise activities. While there are no external constraints on unrestricted net position, MCCS has set aside certain unrestricted net position for future use.

The Statement of Revenues, Expenses and Changes in Net Position presents the operating, non-operating and other activities of the System for the full fiscal year which runs from July 1st to June 30th. Two years of revenues, expenses, and changes in net position are presented for comparative purposes. This statement matches the amounts received from tuition, State appropriations, residential life fees, grants, and services and other items of income against all the costs and outlays incurred in order to operate the System. The costs incurred consist of salaries and benefits, supplies and overhead expenses, insurances, utilities, and depreciation. The expenses are categorized according to the activity that generated the cost.

The Statement of Cash Flows examines the changes in cash position resulting from a year of operations. Cash flows are separated by the nature of the activity and include operating activities, noncapital financing, capital and related financing activities, and investing activities.

Operating activities involve activities relating to the delivery of education and related services. Common examples of cash flows provided by operating activities include tuition, fees, grants, and bookstore and food service sales. Cash flows used in operating activities include payments to employees, vendors, and suppliers.

Noncapital financing activities include appropriations from state government, noncapital grants, and gifts.

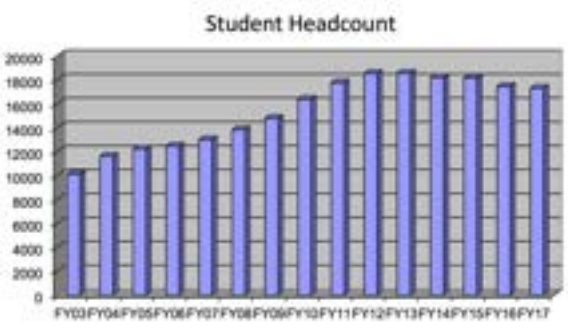
Capital and related financing activities include those activities relating to the generation and repayment of funds provided by and paid to lenders as well as grants for acquisition of capital assets.

Investing activities include funds used to purchase marketable securities and funds provided from the sale of marketable securities.

Highlights and Trends Impacting Financial Results

As a publicly funded institution of higher education, MCCS receives appropriations from the State of Maine partially subsidizing the cost of attendance at one of the seven community colleges. In 2017 State appropriations increased $3.6 million, or 6.1 percent. The rate of increase is partially in recognition of a historic imbalance in public funding and partially in response to employer's needs to increase the skills of the current workforce. MCCS educates 36 percent of students attending public higher education institutions in Maine, but receives 23 percent of the public expenditure for higher education.

Enrollment was 17,311 in the fall 2016 (fiscal 2017) compared to 17,464 in the fall of 2015, a decrease of 0.9 percent. Nationally community college enrollments declined 2.4 percent as a strong economy and low unemployment pulled would-be students out of colleges and into the workforce.



Since making the transition from technical to community colleges in 2003, enrollment system-wide has grown 70.9 percent. The long trend of enrollment growth is partially attributable to the expanded mission of the institutions with more students enrolling in liberal studies programs and taking advantage of transfer agreements to four-year institutions. The recent decline in enrollments is a result of a reduction in the number of students graduating from Maine high schools and

improved employment opportunities. Since its peak in 2007-08, the number of students graduating from Maine high schools has declined approximately 2,100 students, approximately 14 percent. After peaking in 2010, the unemployment rate in Maine has decreased from 8.3 percent to 3.7 percent. Recent high school graduates and unemployed workers are important pools of potential students for community colleges.

MCCS was also a recipient of a significant Federal grant. The Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants provided funding for Maine's seven community colleges to address the critical and growing need for skilled information technology workers across many industries. Awarded over four years and totaling $13 million, CMCC served as the lead institution for MCCS's seven-college consortium.

MCCS implemented GASB Statement No. 68 (GASB 68) in 2015. GASB 68 requires MCCS to report the System's proportionate share of the State's net pension liability. MCCS's proportionate share of the State's net pension liability as of June 30, 2017 was $66.7 million and the System incurred expenses related to retirement benefits of $1.7 million – down significantly from the 2016 impact of $9.0 million. The impact of GASB 68 results from a change in accounting for pension benefits administered by the Maine Public Employees Retirement System (MainePERS), not a change resulting from operations. MCCS is not directly responsible for the payment of retirement pensions earned by employees who are members of MainePERS.

College Results and Combined Operating Results

Maine's seven community colleges serve very different regions of the state. The different locations face very different demographic conditions in their local communities and, as a result, it is difficult to compare the results of operations between the colleges.



In addition, MCCS is quasi-centralized. The System Office provides certain services to all the colleges and administers a pool of expenses that cannot be effectively allocated to the colleges.

Central services, for which the colleges are not charged or allocated fees include legal, certain human resource functions, and some information technology services. The colleges manage their own budgets based on guidance from the System Office, but cash and investments are managed centrally. Tuition is set by the Board of Trustees as a rate per credit hour.

The colleges are responsible for responding to their community's business and enrollment needs. They also respond to grant opportunities based on the needs of the individual college.

The 2017 and 2016 statements of revenues, expenses, and changes in net position for the individual colleges are as follows:

Year ended June 30, 2017 *(in millions)*	*CMCC*	*EMCC*	*KVCC*	*NMCC*	*SMCC*	*WCCC*	*YCCC*	*All Colleges*
Student tuition and fees	$ 6.7	$ 6.5	$ 5.3	$ 2.2	$ 15.6	$ 1.3	$ 3.3	$ 40.9
Residential life	2.4	1.7	0.1	0.9	4.5	0.6	-	10.2
Less: scholarships	(7.0)	(6.0)	(4.8)	(2.1)	(10.7)	(1.3)	(2.7)	(34.6)
Tuition and residential life	2.1	2.2	0.6	1.0	9.4	0.6	0.6	16.5
Federal grants and contracts	8.3	5.6	5.6	2.3	10.8	1.4	2.9	36.9
Grants and other revenue	4.2	2.3	1.5	1.4	7.3	0.7	1.3	18.7
Total operating revenues	14.6	10.1	7.7	4.7	27.5	2.7	4.8	72.1
Instruction	8.5	8.1	6.1	4.2	16.7	2.5	4.2	50.3
Public service	-	0.1	-	0.1	0.5	0.2	-	0.9
Academic support	1.2	1.1	2.1	0.5	3.7	0.8	1.5	10.9
Student services	2.2	2.4	1.5	1.5	4.1	1.0	1.5	14.2
Institutional support	1.9	1.8	1.9	1.9	4.1	1.0	1.6	14.2
Operations & maintenance	1.6	2.2	1.5	1.7	5.0	1.1	.7	13.8
Student aid	0.1	0.1	-	0.2	0.2	-	-	0.6
Auxiliary enterprises	2.9	1.1	0.3	1.5	3.7	0.8	-	10.3
Depreciation	1.6	1.7	1.7	1.2	3.9	0.7	0.6	11.4
Total operating expenses	20.0	18.6	15.1	12.8	41.9	8.1	10.1	126.1
Operating loss	(5.4)	(8.5)	(7.4)	(8.1)	(14.4)	(5.4)	(5.3)	(54.5)
State appropriations	8.1	8.5	6.8	8.0	14.2	5.2	5.2	56.0
Gifts	-	-	-	0.3	0.3	-	-	0.6
Net investment income (loss)	(0.1)	-	-	-	(0.2)	0.1	-	(0.2)
Net nonoperating revenues	8.0	8.5	6.8	8.3	14.3	5.3	5.2	56.4
Income (loss) before other	2.6	-	(0.6)	0.2	(0.1)	(0.1)	(0.1)	1.9
Capital grants and gifts	-	-	-	-	-	-	2.7	2.7
Appropriation for capital assets	-	-	(0.1)	-	-	-	2.4	2.3
Inter-campus transfers	0.2	0.2	0.2	0.1	0.4	-	0.1	1.2
Total other revenue & gains	0.2	0.2	0.1	0.1	0.4	-	5.2	6.2
Change in net position	2.8	0.2	(0.5)	0.3	0.3	(0.1)	5.1	9.1
Net position-beginning / year	27.4	23.7	31.6	19.9	65.8	14.1	10.4	192.9
Net position-end / year	**$30.2**	**$23.9**	**$31.1**	**$20.2**	**$ 66.1**	**$14.0**	**$15.5**	**$201.0**

Year ended June 30, 2017 *(in millions)*	*All Colleges*	*System-wide*	*System Office*	*State's UAAL*	*MCCS*
Student tuition and fees	$ 40.9	$ -	$ -	$ -	$ 40.9
Residential life	10.2	-	-	-	10.2
Less: scholarships	(34.6)	(3.4)	-	-	(38.0)
Net tuition and residential life	16.5	(3.4)	-	-	13.1
Federal grants and contracts	36.9	-	0.1	-	37.0
Grants and other revenue	18.7	2.2	0.5	-	21.4
Total operating revenues	72.1	(1.2)	0.6	-	71.5
Instruction	50.3	-	-	(0.8)	49.5
Public service	0.9	-	-	-	0.9
Academic support	10.9	-	1.2	(0.1)	12.0
Student services	14.2	-	-	(0.2)	14.0
Institutional support	14.2	0.3	4.2	(0.3)	18.4
Operations & maintenance	13.8	-	-	(0.2)	13.6
Student aid	0.6	-	-	-	0.6
Auxiliary enterprises	10.3	-	-	-	10.3
Depreciation and amortization	11.4	-	-	-	11.4
Total operating expenses	126.6	0.3	5.4	(1.6)	130.7
Operating income (loss)	(54.5)	(1.5)	(4.8)	1.6	(59.2)
State appropriations	56.0	-	6.0	-	62.0
Gifts	0.6	-	-	-	0.6
Net investment income (loss)	(0.2)	4.0	-	-	3.8
Net nonoperating revenues	56.4	4.0	6.0	-	66.4
Income (loss) before other	1.9	2.5	1.2	1.6	7.2
Capital grants and gifts	2.7	-	-	-	2.7
Appropriation for capital assets	2.3	-	-	-	2.3
Inter-campus transfers	1.2	(1.2)	-	-	-
Total other revenue, gains or (losses)	6.2	(1.2)	-	-	5.0
Change in net position	8.1	1.3	1.3	1.6	12.3
Net position-beginning / year	192.9	27.7	8.6	(61.8)	167.4
Net position-end / year	**$201.0**	**$29.0**	**$ 9.9**	**$(60.2)**	**$179.7**

Year ended June 30, 2016 *(in millions)*	*CMCC*	*EMCC*	*KVCC*	*NMCC*	*SMCC*	*WCCC*	*YCCC*	*All Colleges*
Student tuition and fees	$ 6.7	$ 6.4	$ 5.0	$ 2.2	$ 15.6	$ 1.3	$ 3.4	$ 40.6
Residential life	2.2	1.8	-	0.8	4.1	0.6	-	9.5
Less: scholarships	(7.4)	(5.9)	(4.8)	(2.3)	(12.1)	(1.4)	(3.1)	(37.0)
Tuition and residential life	1.5	2.3	0.2	0.7	7.6	0.5	0.3	13.1
Federal grants and contracts	8.3	5.5	6.9	2.5	12.1	1.6	3.5	40.4
Grants and other revenue	3.8	2.2	1.8	1.3	6.9	0.4	1.2	17.6
Total operating revenues	13.6	10.0	8.9	4.5	26.6	2.5	5.0	71.1
Instruction	8.8	8.4	6.7	4.8	16.7	2.7	4.3	52.4
Public service	-	0.1	-	-	0.4	0.1	-	0.6
Academic support	1.2	1.0	2.1	0.5	3.4	0.8	1.6	10.6
Student services	2.0	2.0	1.3	1.4	4.0	0.9	1.3	12.9
Institutional support	2.3	1.9	1.9	1.8	4.2	0.9	1.5	14.5
Operations & maintenance	1.7	2.4	1.3	1.6	5.0	1.0	0.6	13.6
Student aid	0.1	0.1	0.1	0.1	0.2	-	-	0.6
Auxiliary enterprises	2.6	1.0	0.2	1.4	3.4	0.6	-	9.2
Depreciation	1.5	1.7	1.7	1.1	3.8	0.8	0.7	11.3
Total operating expenses	20.2	18.6	15.3	12.7	41.1	7.8	10.0	125.7
Operating loss	(6.6)	(8.6)	(6.4)	(8.2)	(14.5)	(5.3)	(5.0)	(54.6)
State appropriations	7.6	7.8	6.5	7.7	13.9	4.8	4.8	53.1
Gifts	-	-	-	0.1	0.2	-	0.1	0.4
Net investment loss	(0.3)	(0.3)	(0.1)	-	(.6)	-	(0.1)	(1.4)
Net nonoperating revenues	7.3	7.5	6.4	7.8	13.5	4.8	4.8	52.1
Income (loss) before other	0.7	(1.1)	-	(0.4)	(1.0)	(0.5)	(0.2)	(2.5)
Capital grants and gifts	-	-	0.1	-	0.4	-	-	0.5
Appropriation for capital assets	-	2.0	0.7	0.5	0.4	1.0	0.8	5.4
Inter-campus transfers	0.1	-	-	-	0.1	-	0.1	0.3
Total other revenue & gains	0.1	2.0	0.8	0.5	0.9	1.0	0.9	6.2
Change in net position	0.8	0.9	0.8	(0.1)	0.3	0.5	0.7	3.7
Net position-beginning / year	26.6	22.8	30.8	19.8	65.9	13.6	9.7	189.2
Net position-end / year	**$27.4**	**$ 23.7**	**$31.6**	**$19.9**	**$ 65.8**	**$14.1**	**$10.4**	**$192.9**

Year ended June 30, 2016 *(in millions)*	*All Colleges*	*System-wide*	*System Office*	*State's UAAL*	*MCCS*
Student tuition and fees	$ 40.6	$ -	$ -	$ -	$ 40.6
Residential life	9.5	-	-	-	9.5
Less: scholarships	(37.0)	(2.9)	-	-	(39.9)
Net tuition and residential life	13.1	(2.9)	-	-	10.2
Federal grants and contracts	40.4	-	0.1	-	40.5
Grants and other revenue	17.6	2.5	-	-	20.1
Total operating revenues	71.1	(0.4)	0.1	-	70.8
Instruction	52.4	-	-	0.1	52.5
Public service	0.6	-	-	-	0.6
Academic support	10.6	-	0.8	-	11.4
Student services	12.9	-	-	-	12.9
Institutional support	14.5	0.3	4.3	-	19.1
Operations & maintenance	13.6	-	0.1	-	13.7
Student aid	0.6	-	-	-	0.6
Auxiliary enterprises	9.2	-	-	-	9.2
Depreciation and amortization	11.3	-	0.1	-	11.3
Total operating expenses	125.7	0.3	5.3	0.1	131.4
Operating loss	(54.6)	(0.7)	(5.2)	(0.1)	(60.6)
State appropriations	53.1	-	5.3	-	58.4
Gifts	0.4	-	-	-	0.4
Net investment income	(1.4)	0.2	-	-	(1.2)
Net nonoperating revenues	52.1	0.2	0.1	-	57.6
Income (loss) before other	(2.5)	(0.5)	0.1	(0.1)	(3.0)
Capital grants and gifts	0.5	-	-	-	0.5
Appropriation for capital assets	5.4	-	-	-	5.4
Inter-campus transfers	0.3	(0.8)	0.5	-	-
Total other revenue, gains or (losses)	6.2	(0.8)	0.5	-	5.9
Change in net position	3.7	(1.3)	0.6	(0.1)	2.9
Net position-beginning / year	189.2	29.0	8.0	(61.7)	164.5
Net position-end / year	**$192.9**	**$27.7**	**$ 8.6**	**$(61.8)**	**$167.4**

The colleges are not required to budget for depreciation expenses, but do budget for capital expenditures funded through operations. As a result, each of the seven colleges ended 2017 with a surplus. With approval from the System Office, the colleges can reserve a portion of the earned surplus for future capital investments (discussed below, in the section on Net Position), but the unobligated net position is not available to the colleges for discretionary spending.

Colleges in more rural areas of Maine have lower enrollments and, therefore, earn less in student tuition and fees, but the proportion of state appropriation tends to be higher.

YCCC completed construction on a new academic building in Wells and completed renovations on an academic center in Sanford. Those projects were financed with a blend of state-issued bonds, philanthropic support, and reserves held for investment in property, plant and equipment**.**

Economic Factors Affecting Maine's Community Colleges

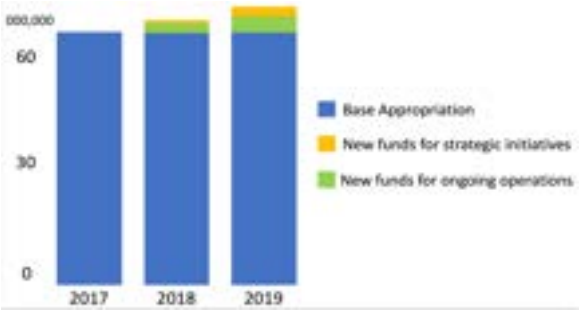
Driven by three factors -- changes in societal norms, technology (especially in the workplace) and an economy in demand of skilled labor, MCCS is directing its energy on the changing paradigms in educational delivery.

The state is experiencing a decline in working age adults at a time when Maine employers are expressing an unprecedented need for a well-trained, skilled workforce to expand their businesses. Without a more highly skilled workforce, Maine's economy will be unable to compete for jobs that will sustain its families and communities.

Faced with these troubling realities, Maine's community colleges are focused on two fundamental priorities: student success and workforce development.

In response, the Maine Legislature appropriated increases of $2.2 million in each year of the biennium to support ongoing operations plus $1.1 million in FY18 and an additional $1.2 million in FY19 to support strategic initiatives related to occupational programming and statewide workforce development.

(in millions)	*2018*	*2019*
2017 appropriation	$ 62.0	$ 62.0
New funding for ongoing operations	2.2	4.4
New funding for strategic initiatives	1.1	2.3
New appropriation	$ 65.3	$ 68.6



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

At the same time, MCCS is working to redesign the training it delivers to incumbent workers and those who are unemployed or underemployed.

These strategic activities provide a strong foundation on which to build a more highly skilled workforce.

For colleges to implement new programs, resources will have to be allocated based on the evidence of demand. To be sustainable, changes in programming and delivery must increase access, improve outcomes and reduce costs.

These investments are necessary to keep the colleges relevant and competitive in the current environment. They also represent new capital funding models. Historically, most of the capital investment has been funded through state-funded bonds which the System has no obligation to repay. Recent construction and renovation buildings have been financed with a blend of state-issued bonds, philanthropic support, and reserves held for investment in property, plant and equipment.

The new, blended financing of capital investment has limits. In 2017, the System's cash balances declined $1.3 million (9 percent) after declining $6.1 million (28.8 percent) in 2016 and $3.8 million (15.2 percent) in 2015.

Nevertheless, with cash-on-hand totaling $13.7 million and expendable investments of $4 million on June 30, 2017, the System's balance sheet and liquidity remain strong. The System remains positioned to react to changes in the economy and academic delivery and continues to seek new and expanded sources of funding.

Those efforts include leveraging recent success in philanthropic giving and working closely with legislative leaders, the executive branch of government and community leaders to secure greater financial support for Maine's community colleges. Also, the System intends to work with specific industries to modularize the delivery of academic programs and training initiatives into smaller units aimed at adult learners. These modules will utilize technology as effectively and efficiently as possible to best meet the needs of the incumbent workforce.

Statement of Revenues, Expenses, and Changes in Net Position

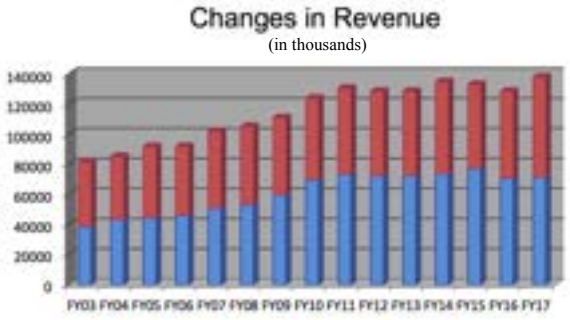
MCCS increased its net position by $12.3 million in 2017, $9.4 million more than in 2016. The strong performance resulted from increased net tuition and residential life fees of $2.9 million, reduced instruction expenses of $2.9 million, increased State appropriation of $3.6 million and stronger earnings from investments of $4.6 million, offset by increases in non-instruction expenses of $2.2 million and decline in non-student aid related Federal grants and contracts of $1.7 million.

The net investment in capital assets increased $6.1 million, restricted net position increased $.7 million and unrestricted net deficit declined $5.4 million. The deficit in unrestricted net position, analyzed in greater detail below, is a result of pension expenses associated with MCCS employee members of the Maine Public Employees' Retirement System's defined benefit plan. MCCS's proportionate share of the State's Unfunded Actuarially Accrued Liability for pension benefits was $66.7 million as of June 30, 2017.

In contrast, 2016 operating revenue decreased $6.2 million from 2015 or 8.1 percent offset by an increase in nonoperating revenue of $1.6 million or 2.9 percent. In 2015, operating revenue increased $3.3 million or 4.3 percent and nonoperating revenue decreased $5.0 million or 8.2 percent.

(in millions)

	2017	2016	2015
Operating revenues	$ 71.5	$ 70.8	$ 77.0
Operating expenses	130.7	131.4	132.1
Operating loss	(59.2)	(60.6)	(55.1)
Nonoperating revenues	66.4	57.6	56.1
Income (loss) before other revenue	7.2	(3.0)	1.0
Other revenue, net	5.0	5.9	10.5
Increase in net position	$ 12.2	$ 2.9	$ 11.5



Operating Revenue

The increase in operating revenues was driven by improved net tuition. Student tuition and fees increased 0.6 percent as credit delivery declined 3.5 percent, offset by a tuition increase of 2.2 percent and stronger receipts from the State for high school students enrolled in college courses. The allowances for scholarships decreased 4.7 percent as more students attended part-time so they qualified for less aid. Residential life fees increased 8.1 percent on stronger occupancy. As a result, net tuition and residential life fees increased $2.9 million.

Federal grants and contracts decline $3.6 million. Pell receipts, the largest share of Federal financial aid, declined $2.6 million and other grant activity declined $1.0 million. Federal financial aid declined because of smaller enrollments and lower awards. More students are working while in college and attending part-time. Part-time students do not qualify for as much aid and the added income from working may decrease their need. Federal grant activity declined as the colleges wind down activities on a series of large Federal grants, most notably the TAACCCT Grants.

Changes in the sources of grants fluctuate between Federal, state and nongovernment entities based on the opportunities the colleges pursue, but in the current environment do not reflect any meaningful pattern or strategic change.

Auxiliary enterprise revenues increased $0.3 million. Auxiliary enterprise revenues result mostly from the sales of textbooks and dining services through stores operated by MCCS. Increased competition from internet-based sellers resulted in a five-year decline in profitability in bookstore operations. In 2018 MCCS entered a contract with a third party national retailer to manage bookstore operations on all seven campuses.

In 2016, a decrease in enrollment translated to a reduction in student tuition and fee revenue as well as lower residential life fees which, taken together, declined $2.3 million or 4.4 percent. Scholarship allowances are funded by student financial aid resources, mostly Federal Pell Grants, and, tracking with tuition, declined 3.4 percent in 2016. Enrollment and the related revenues declined $0.3 million or 0.6 percent in 2015.

Revenues from Federal, state and local, and non-government grants declined $4.5 million or 7.8 percent in aggregate. The 2016 decline comes at the end of a long period of growth in grant production that included increases in 2015 of $3.8 million or 7.0 percent.

Auxiliary revenues declined $1.0 million or 17.2 percent in 2016 compared to 2015 when auxiliary revenues declined $0.2 million or 3.6 percent.

Nonoperating Revenue

Non-operating revenues are primarily comprised of the appropriations from the State of Maine, gifts, and investment gains and losses. Appropriation and other state revenue increased $3.6 million, or 6.1 percent in 2017 and $1.9 million or 3.4 percent in 2016. In 2015, the appropriation did not change significantly.

Investment income increased $4.6 million because of favorable investment markets. In 2016, MCCS investment returns were insignificant after experiencing losses of $0.6 million in 2015.

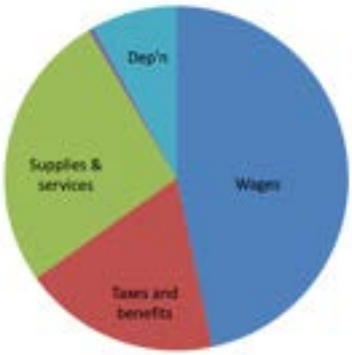
Operating Expenses

Like most colleges and universities, MCCS invests most of its income in its people. Wages, benefits, and wage-related taxes accounted for approximately two-thirds of expenditures in each of the last three years.

Wages decreased 0.1 percent in 2017, increased 1.1 percent in 2016 and 1.6 percent in 2015. Wage rates increased approximately 3 percent in each of those years, but productivity largely offset the rate increases.

Taxes and benefits increased 1.3 percent in 2017, compared to a decrease of 4.2 percent in 2016 and an increase of 6.9 percent in 2015. The largest benefit expense is the cost of retirement. Approximately two-thirds of the System's employees participate in the State Employee and Teacher Retirement Plan, a multiple-employer, cost-sharing plan administered by the Maine Public Employees Retirement System (MainePERS). The System was required to contribute 22.69 percent of payroll in 2017 and 22.37 percent in 2016. Healthcare benefits for current members and retirees purchased from the Maine Bureau of Employee Health contribute to the cost of benefits which added 38 percent to the cost of compensation. Expenses by natural class are as follows:

(in millions)	*2017*	*2016*	*2015*
Wages	$ 63.0	$ 63.1	$ 62.4
Taxes and benefits	24.0	23.7	24.7
Wages & benefits	87.0	86.8	87.1
Supplies & services	31.7	32.6	33.6
Student aid	0.6	0.6	0.6
Depreciation	11.4	11.4	10.8
Total expenses	$130.7	$131.4	$132.1



After a long period of consistency, the distribution of expenses by functional area has shifted over the two-year period ending June 30, 2017. The colleges are increasing their use of success coaches, or navigators, to support students who face challenges in completing their education. As a result, expenditures for student services increased to 11 percent in 2017 from 10 percent in 2016 and 9 percent in 2015, while expenditures in instruction decreased to 38 percent in 2017 from 40 percent in 2016 and 41 percent in 2015.

Expenditures in other areas have remained relatively constant over time with between 8 and 9 percent spent on academic support, approximately 14 percent spent on institutional support, between 10 and 11 percent on operations and maintenance, approximately 8 percent on auxiliary enterprises and between 8 and 9 percent charged to depreciation in 2017, 2016, and 2015. Expenses by function are as follows:

(in millions)	*2017*	*2016*	*2015*
Instruction	$ 49.5	$ 52.5	$ 54.2
Public service	0.9	0.6	0.8
Academic support	12.0	11.4	11.0
Student services	14.0	13.0	12.5
Institutional support	18.4	19.1	18.3
Operations	13.6	13.7	13.9
Student aid	0.6	0.6	0.6
Auxiliary enterprises	10.3	9.2	10.0
Depreciation	11.4	11.4	10.8
Total	$130.7	$131.4	$132.1



Other Revenues, Expenses, Gains, and Losses

Other revenues, expenses, gains, and losses are primarily the net result of capital activity paid through state-funded bonds which the System has no obligation to repay and capital gifts and grants including the transfer of land and buildings from other public entities.

	2017	*2016*	*2015*
Other revenues, net	$ 5.0	$ 5.9	$ 10.5

Other revenues, expenses, gains, and losses decreased $0.9 million in 2017 and $4.6 million in 2016 after an increase of $3.5 million in 2015.

Proceeds from State for grants and capital asset acquisition decreased $3.3 million while capital grants and gifts increased $2.2 million. Almost all the 2017 expenditures from capital grants and proceeds from State for grants and capital asset acquisition were related to the construction of a new academic building at YCCC.

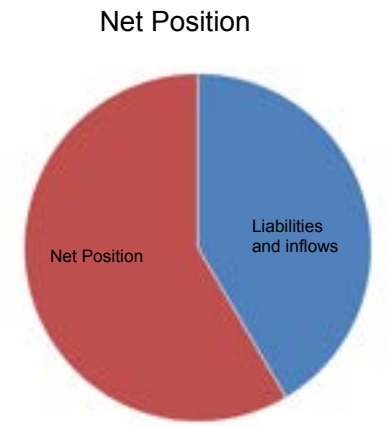
Proceeds from State for grants and capital asset acquisition decreased $2.9 million in 2016 after an increase of $7.0 million in 2015 as most projects except for the new building at YCCC that were funded with state-funded bonds neared completion.

Capital gifts increased $2.2 million in 2017 after a decrease of $1.2 million in 2016 and $3.5 million in 2015.

Statement of Net Position

MCCS increased assets and deferred outflows $14.4 million in 2017, $1.9 million in 2016 and $17.6 million in 2015, while liabilities and deferred inflows increased $2.1 million in 2017, decreased $1.0 million in 2016 and increased $6.1 million in 2015.

(in millions)	*2017*	*2016*	*2015*
Current assets	$ 62.4	$ 58.5	$ 66.4
Noncurrent assets	213.2	207.9	203.8
Deferred outflows-pension	25.1	19.8	14.1
Total assets and outflows	$300.7	$286.2	$284.3
Current liabilities	$ 15.0	$ 15.4	$ 19.6
Noncurrent liabilities	87.0	89.2	84.1
Deferred inflows	19.0	14.2	16.1
Total liabilities and inflows	$121.0	$118.8	$119.8
Investment in capital assets	$164.2	$158.1	$152.0
Net restricted position	22.1	21.4	22.7
Net unrestricted position	(6.6)	(12.1)	(10.2)
Total net position	$179.7	$167.4	$164.5



Current Assets and Current Liabilities

Current assets increased $3.8 million, and current liabilities decreased $0.4 million in 2017, generally improving liquidity. Cash decreased $1.3 million in 2017, but short-term investments increased $3.5 million. Cash was used to finance operating and capital activities, while the increase in investments is related to favorable returns.

Accounts receivable increased $3.2 million because of two capital projects financed in part through philanthropic support. YCCC constructed a new academic building and CMCC renovated a precision manufacturing academic laboratory. Both projects are supported by donations that are scheduled to be received over the next four years.

The $1.1 million decline in inventory is a result of MCCS's self-operated bookstores selling their inventory to a third-party vendor who will operate bookstores for all seven colleges beginning in 2018.

Current liabilities decreased $0.4 million. Accounts payable and accrued liabilities collectively increased $0.9 million based on normal business activities. MCCS makes payments to vendors and employees according to a routine schedule, and there was one more day in the payment cycle in 2017 compared to 2016. The current portion of long-term debt decreased $1.5 million because YCCC made a planned final payment on the capital lease obligation associated with the original academic building on the Wells campus.

In 2016, current assets decreased $7.9 million, and current liabilities decreased $4.2 million. Cash decreased $6.2 million because the System collected $4.4 million less from grants and contracts and used $1.8 million more to pay employees and vendors. Accounts receivable and pledges receivable combined decreased $1.9 million with the payment of pledge payments and the reduction of amounts receivable from students. Accounts payable and accrued liabilities combined, decreased $5.7 million. The changes in accounts payable and accrued liabilities are a result of timing. The System paid its biweekly payroll obligation on June 29, 2016, and made routine payments to vendors on June 30, 2016. In 2015 payroll was delivered to employees on July 1, 2015 and routine payments to vendors were mailed on July 2, 2015. The current portion of long-term debt increased in 2015 because the balance of the capital lease obligation associated with the original academic building on the Wells campus was due to be paid the following fiscal year.

Current assets also decreased $2.2 million and current liabilities $1.9 million in 2015. Cash decreased $3.8 million in 2015 because of using $3.0 million more on operating activities than in 2014. MCCS collected $0.7 million less from tuition and residential life fees in 2015 and used $6.8 million more to pay employees and vendors, but collected $3.9 million more from grants and contracts.

Noncurrent Assets and Noncurrent Liabilities

Noncurrent assets increased $5.3 million in 2017. Investments in facilities and equipment, most notably the construction projects at YCCC in Wells and Sanford were completed in the summer of 2017 just after the end of the fiscal year. The prepaid post-employment benefit increased $.3 million, and the deposit with bond trustee increased $0.4 million. Endowment investments increased $1.4 million because of strong returns on the related investments. Investments are discussed in greater detail below.

In 2016, noncurrent assets increased $4.1 million with investments in facilities and equipment, most notably the construction project at CMCC and two projects at YCCC. The prepaid post-employment benefit increased $0.5 million, offset by decreases in the deposit with bond trustee and endowment investments.

Also in 2017, long-term liabilities decreased $2.2 million. MCCS made its final payment on the Certificates of Participation issued to finance construction of YCCC's primary academic and administrative building in Wells, Maine. The net pension liability decreased $1.3 million based mostly on actuarial assumptions. The costs and obligations of retirement plans are assessed below.

In 2016, long-term debt decreased $3.2 million. The System refinanced debt on residence halls built in 2006. The reduction in long-term debt was offset by an increase in net pension liability of $8.3 million.

Costs and Obligations of Retirement Plans

Regular employees of the System have two retirement plan options: participation in TIAA/CREF, a defined contribution plan, and MainePERS, a defined benefit plan. MainePERS is an independent public agency of the State of Maine that administers retirement programs for State employees and other public entities including MCCS. MainePERS is responsible for the payment of retirement benefits to participants in that plan.

Participants in both the defined benefit and the defined contribution plan are eligible for retiree health insurance after vesting.

In 2015, the System implemented GASB 68, *Accounting and Financial Reporting for Pensions*. As a result, MCCS's proportionate share of the State's Unfunded Actuarially Accrued Liability (UAAL) for pension benefits was $68.0 million as of June 30, 2016 and $59.7 million in 2015.

The plan is administered by MainePERS. The System does not manage the defined benefit plan assets or directly control the benefits, but the System is required to fund its share of the plan so that it remains viable and able to honor the commitments made to retired employees. Therefore, the presentation of MCCC's proportionate share of the Maine PERS UAAL, 6.6 percent as of the last reporting date, chronicles an important understanding of the System's fully formed financial condition and the totality of its obligations.

The UAAL is determined by actuaries, not staff or the System's auditors. Certain estimates used by actuaries including investment returns, salary increases, mortality rates and cost of living benefits will impact the valuation of the liability. Note 7 of the financial statements includes a required disclosure that demonstrates the impact of changing one assumption (the discount rate) by an increase or decrease of 1 percent.

The System recognizes the actuarially determined cost of retiree health and life insurance benefits in accordance with the GASB Statement No. 45 (GASB 45). In 2009, the System created the MCCS OPEB Trust. The Trust Agreement allows the Trust to accept contributions from MCCS to fund future retiree benefits and limits the trustees to prudent investment of trust assets and payment of retiree health and life insurance benefit costs. MCCS's total expenses for other post-employment benefits were $1.7 million in 2017, $1.7 million in 2016, and $1.6 million in 2015. The actuarially accrued obligation for retiree health and life insurance is $38.6 million, up $1.4 million from the $37.2 million obligation in 2016. In 2015, the actuarially determined obligation was $37.7 million.

Trust assets were valued at $36.7 million on June 30, 2017, and at $31.5 million on June 30, 2016 and 2015. Accordingly, the UAAL was $1.9 million in 2017, $5.7 million in 2016 and $6.2 million in 2015. GASB 45 requires that MCCS gradually accrete the UAAL and, as a result, MCCS had a prepaid post-employment benefit of $13.4 million in 2017, $13.1 million in 2016 and $12.6 million in 2015.

In 2018, the System will adopt GASB 75 which will require recognition of the total OPEB liability and retroactive restatement of net position. Using GASB 75 methods and assumptions, the total OPEB liability for 2017 was $49.0 million, the net OPEB liability would have been $12.3 million, and unrestricted net position a deficit of $32.3 million.

Endowments

Noncurrent assets also include $14.5 million in endowment investments; $1.4 million or 10.5 percent more than in 2016. In 2016, endowment investments were $13.2 million; $0.9 million or 6.3 percent less than in 2015 and $0.8 million less than in 2014. Endowment investments earned 14.6 percent in 2017 and -1.5 percent in 2016.

The largest shares of the endowment are comprised of gifts from the Bernard Osher Foundation. The Osher Endowments are comprised of four donations that total $7.0 million. The State and the System have added $3.0 million in matching funds. The gifts support scholarships and emergency financial assistance for full-time matriculated associate degree students.

The Board of Trustees adopted an investment policy using a long-term investment strategy, and investment results are compared to a blended benchmark index that is a composite made up of 60 percent of the Morgan Stanley Capital International - All Country World Index (MSCI-ACWI); and 15 percent of the Bloomberg Barclays Capital US Aggregate Bond Index (BC Agg); 15 percent Bloomberg Barclays Intermediate US Government/Credit Bond Index; and 10 percent MSCI All Country World Small Cap Index. Endowment investments are pooled with the System's long-term investments and are allocated based upon a percentage of the total investment pool.

Net Position

MCCS's net position represents the value of its assets and deferred outflows of resources after subtracting its liabilities and deferred inflows of resources. Net investment in capital assets is the value of nonexpendable, capital assets after subtracting the related debt on facilities and equipment. Restricted net assets are assets owned by MCCS, but, by agreement with grantors or donors, the assets can only be used for purposes specified in grant or donor agreements. As such those assets are not available to meet the general obligations of operations. Unrestricted net assets are those assets, net of liabilities, which have accumulated over time, are free of restrictions and are expendable at the Trustees direction.

MCCS has designated unrestricted net position as follows (in millions):

	2017	*2016*	*2015*
Funds committed to Other Post-Employment Benefits	$ 13.4	$ 13.1	$ 12.6
Funds carried from prior years for programs	6.5	6.5	2.9
Funds committed to property, plant and equipment renewal	20.6	19.5	24.5
Funds set aside for debt service	-	2.2	1.7
Funds on deposit with bond trustee	1.1	.6	1.6
Unobligated net position	12.0	7.8	8.2
Proportionate share of the State's net pension liability	(60.2)	(61.8)	(61.7)
Total net position	$ (6.6)	$(12.1)	$(10.2)

The narrative on costs and obligations of retirement plans notes that MCCS has appropriately combined its proportionate share of the UAAL administered by MainePERS, but that the System does not manage any aspect of the plan. The results of operations and impact of GASB 68 are as follows:

	2017			***2016***		
(in millions)	*Before UAAL*	*State's UAAL*	*MCCS*	*Before UAAL*	*State's UAAL*	*MCCS*
Current assets	$ 62.4	$ -	$ 62.4	$ 58.5	$ -	$ 58.5
Noncurrent assets	213.2	-	213.2	207.9	-	207.9
Deferred outflows-pension	-	25.1	25.1	-	19.8	19.8
Total assets and outflows	$275.6	$ 25.1	$300.7	$266.4	$ 19.8	$286.2
Current liabilities	$ 15.0	$ -	$ 15.0	$15.4	$ -	$ 15.4
Noncurrent liabilities	20.2	66.8	87.0	21.2	68.0	89.2
Deferred inflows	.5	18.5	19.0	.6	13.6	14.2
Total liabilities and inflows	$ 35.7	$ 85.8	$121.0	$ 37.2	$ 81.6	$118.8
Investment in capital assets	$164.2	$ -	$164.2	$158.1	$ -	$158.1
Net restricted position	22.1	-	22.1	21.4	-	21.4
Net unrestricted position	53.6	(60.2)	(6.6)	49.7	(61.8)	(12.1)
Total net position	$239.9	$(60.2)	$179.7	$229.8	$(61.8)	$167.4

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Statements of Net Position

June 30, 2017 and 2016

ASSETS

	2017	2016
Current assets		
Cash and cash equivalents	**$ 13,707,418**	$ 15,057,068
Short-term investments	**39,951,938**	36,499,633
Accounts receivable, net	**6,943,547**	3,730,273
Pledges receivable	**-**	200,000
Inventories	**15,121**	1,082,547
Due from State of Maine	**698,930**	1,041,230
Other assets	**1,087,579**	952,750
Total current assets	**62,404,533**	58,563,501
Noncurrent assets		
Prepaid post-employment benefit	**13,402,607**	13,096,447
Deposit with bond trustee	**1,090,935**	658,711
Endowment investments	**14,528,353**	13,153,452
Capital assets, net	**184,132,998**	180,948,572
Total noncurrent assets	**213,154,893**	207,857,182
Total assets	**275,559,426**	266,420,683

DEFERRED OUTFLOWS OF RESOURCES

Defined benefit pension plan	**25,066,681**	19,815,816
Total assets and deferred outflows of resources	**$ 300,626,107**	$ 286,236,499

The accompanying notes are an integral part of these financial statements.

LIABILITIES

	2017	2016
Current liabilities		
Accounts payable	**$ 2,602,376**	$ 2,343,123
Accrued liabilities	**9,198,150**	8,513,485
Unearned revenue	**2,370,333**	2,264,431
Current portion of long-term debt	**841,563**	2,340,488
Total current liabilities	**15,012,422**	15,461,527
Long-term liabilities		
Long-term debt	**20,214,157**	21,179,847
Net pension liability	**66,740,128**	68,006,887
Total long-term liabilities	**86,954,285**	89,186,734
Total liabilities	**101,966,707**	104,648,261

DEFERRED INFLOWS OF RESOURCES

Defined benefit pension plan	**18,475,672**	13,634,095
Deferred gain on bond refunding	**530,666**	558,596
Total deferred inflows of resources	**19,006,338**	14,192,691

NET POSITION

Net investment in capital assets	**164,168,213**	158,086,948
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	**11,846,901**	11,846,341
Expendable:		
Scholarships and fellowships	**8,502,244**	7,650,277
Instructional department uses	**1,679,370**	1,813,251
Other	**86,837**	60,501
Unrestricted	**(6,630,503)**	(12,061,771)
Total net position	**179,653,062**	167,395,547
Total liabilities, deferred inflows of resources and net position	**$ 300,626,107**	$ 286,236,499

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2017 and 2016

	2017	2016
Revenues		
Operating revenues		
Student tuition and fees	**$ 40,886,582**	$ 40,624,414
Residential life fees	**10,225,206**	9,457,154
Less scholarship allowances	**(38,012,422)**	(39,880,413)
Net tuition and residential life fees	**13,099,366**	10,201,155
Federal grants and contracts - other	**36,977,920**	40,531,366
State and local grants and contracts	**8,853,698**	8,593,683
Nongovernmental grants and contracts	**4,834,616**	4,142,155
Sales and services of educational departments	**771,390**	728,141
Auxiliary enterprises	**5,331,673**	4,987,798
Other operating revenues	**1,637,891**	1,639,456
Total operating revenues	**71,506,554**	70,823,754
Expenses		
Operating expenses		
Instruction	**49,548,583**	52,499,144
Public service	**850,663**	579,123
Academic support	**11,953,790**	11,352,164
Student services	**13,981,816**	12,983,185
Institutional support	**18,416,298**	19,091,781
Operations and maintenance	**13,643,085**	13,697,456
Student aid	**620,653**	618,197
Auxiliary enterprises and residential life	**10,275,717**	9,194,395
Depreciation and amortization	**11,415,250**	11,432,506
Total operating expenses	**130,705,855**	131,447,951
Operating loss	**(59,199,301)**	(60,624,197)
Nonoperating revenues (expenses)		
State appropriations	**61,958,536**	58,369,518
Gifts	**611,862**	443,322
Investment income, net of investment expenses of $135,707 in 2017 and $94,177 in 2016	**4,654,160**	49,483
Interest on capital asset-related debt	**(762,415)**	(1,212,471)
Net nonoperating revenues	**66,462,143**	57,649,852
Income (loss) before other revenues, expenses, gains or losses	**7,262,842**	(2,974,345)

(Continued next page)

The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Statements of Revenues, Expenses and Changes in Net Position (Concluded)

Years Ended June 30, 2017 and 2016

	2017	2016
Other revenues, (expenses), gains or (losses)		
Capital grants and gifts	**$ 2,683,123**	$ 499,399
Appropriation from State for grants and capital asset acquisition	**2,613,047**	5,875,418
Loss on disposals of capital assets - other	**(16,870)**	(72,709)
Additions to permanent endowments	**560**	8,040
Asset impairment loss	**(285,187)**	(421,750)
Total other revenues, (expenses), gains or (losses)	**4,994,673**	5,888,398
Increase in net position	**12,257,515**	2,914,053
Net position, beginning of year	**167,395,547**	164,481,494
Net position, end of year	**$ 179,653,062**	$ 167,395,547

The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Statements of Cash Flows

Years Ended June 30, 2017 and 2016

	2017	2016
Cash flows from operating activities		
Receipts from tuition and residential life fees	**$ 13,071,818**	$ 9,772,734
Receipts from grants and contracts	**47,641,534**	53,237,386
Receipts from bookstore	**5,240,438**	4,972,942
Payments to suppliers and vendors	**(26,137,889)**	(27,383,182)
Payments for employees' salaries and benefits	**(91,161,646)**	(94,090,704)
Payments for funding of Other Post-Employment Benefit Trust	**(2,090,345)**	(2,187,091)
Other sales and services	**760,241**	862,592
Other receipts	**1,424,703**	1,755,800
Net cash used by operating activities	**(51,251,146)**	(53,059,523)
Cash flows from noncapital financing activities		
State appropriations and other state revenue	**61,958,536**	58,369,518
Gifts and grants received for other than capital purposes		
Nonoperating private gifts	**522,965**	338,348
Net cash provided by noncapital financing activities	**62,481,501**	58,707,866
Cash flows from capital and related financing activities		
Payments on long-term liabilities	**(2,337,194)**	(1,052,617)
Proceeds from state grants for capital asset acquisition	**2,956,844**	6,480,177
Capital grants and gifts received	**2,772,436**	1,765,999
Purchase of capital assets	**(14,856,135)**	(18,751,648)
Proceeds from sale of capital assets	**18,286**	489,008
(Increase) decrease in deposit with bond trustee	**(432,224)**	986,515
Interest paid on capital debt and lease	**(528,972)**	(1,758,216)
Net cash used by capital and related financing activities	**(12,406,959)**	(11,840,782)
Cash flows from investment activities		
Proceeds from sales and maturities of investments	**126,759,316**	13,473,210
Investments purchased	**(128,212,759)**	(14,763,974)
Interest and dividends	**1,280,397**	1,332,583
Net cash (used) provided by investing activities	**(173,046)**	41,819
Decrease in cash and cash equivalents	**(1,349,650)**	(6,150,620)
Cash and cash equivalents, beginning of year	**15,057,068**	21,207,688
Cash and cash equivalents, end of year	**$ 13,707,418**	$ 15,057,068

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The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Statements of Cash Flows (Concluded)

Years Ended June 30, 2017 and 2016

	2017	2016
Reconciliation of operating loss to net cash used by operating activities		
Operating loss	**$ (59,199,301)**	$ (60,624,197)
Adjustments to reconcile operating loss to net cash used by operating activities		
Bad debts provision	**258,951**	679,056
Depreciation and amortization	**11,415,250**	11,432,506
Noncash pension (credit) expenses	**(1,676,047)**	45,439
Noncash donations of supplies	**89,457**	113,013
Decrease (increase) in		
Accounts receivable, net	**(3,472,225)**	(105,475)
Inventories	**1,067,426**	237,977
Due from State - other	**(1,497)**	(96,163)
Other assets	**(134,829)**	(5,386)
Prepaid post-employment benefits	**(306,160)**	(483,641)
Increase (decrease) in		
Accounts payable	**306,056**	(1,665,487)
Accrued liabilities, net of accrued interest on capital debt	**295,871**	(2,566,504)
Unearned revenue	**105,902**	(20,661)
Net cash used by operating activities	**$ (51,251,146)**	$ (53,059,523)
Supplemental disclosure of noncash capital and related financing activities		
Donated capital assets	**$ 110,687**	$ 33,400
Capital asset purchases recorded in accounts payable	**$ 670,957**	$ 717,760
Capital assets acquired under a note payable and capital leases	**$ -**	$ 3,207,796
Summary of noncash investing activities		
Net losses related to investments	**$ 3,373,764**	$ 1,283,100

The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

MAINE COMMUNITY COLLEGE EDUCATIONAL FOUNDATIONS
(Component Units)

BALANCE SHEETS

June 30, 2017 and 2016

ASSETS

	2017	2016
Cash	$ 5,924,481	$ 6,501,886
Investments	13,146,839	9,574,790
Pledges receivable	2,307,456	1,945,355
Other assets	1,025,482	954,501
Total assets	$ 22,404,258	$ 18,976,532

LIABILITIES AND NET ASSETS

Accounts payable and accruals	$ 919,473	$ 752,404
Net assets		
Unrestricted	1,299,141	1,428,673
Temporarily restricted	12,326,712	10,164,425
Permanently restricted	7,858,932	6,631,030
Total net assets	21,484,785	18,224,128
Total liabilities and net assets	$ 22,404,258	$ 18,976,532

The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

MAINE COMMUNITY COLLEGE EDUCATIONAL FOUNDATIONS
(Component Units)

Statements of Activities

Years Ended June 30, 2017 and 2016

	2017				2016
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Total
Revenues					
Gifts and contributions	$ 710,462	$ 4,939,402	$ 1,238,131	$ 6,887,995	$ 4,917,034
Net investment gain	158,511	948,606	4,137	1,111,254	105,969
Other	430,866	84,603	5,148	520,617	522,094
	1,299,839	5,972,611	1,247,416	8,519,866	5,545,097
Net assets released from restrictions	3,829,838	(3,829,124)	(714)	-	-
Total revenues, gains, and other support	5,129,677	2,143,487	1,246,702	8,519,866	5,545,097
Expenses					
Program expenses					
Scholarships	819,122	-	-	819,122	750,985
Support	3,463,701	-	-	3,463,701	1,844,499
Fundraising	362,347	-	-	362,347	436,588
Management and general	614,039	-	-	614,039	664,733
Investment expenses	-	-	-	-	21,627
Total expenses	5,259,209	-	-	5,259,209	3,718,432
Changes in net assets before changes in donor intent	(129,532)	2,143,487	1,246,702	3,260,657	1,826,665
Changes in donor intent	-	18,800	(18,800)	-	-
(Decrease) increase in net assets	(129,532)	2,162,287	1,227,902	3,260,657	1,826,665
Net assets, beginning of year	1,428,673	10,164,425	6,631,030	18,224,128	16,397,463
Net assets, end of year	$ 1,299,141	$ 12,326,712	$ 7,858,932	$ 21,484,785	$ 18,224,128

The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

MAINE COMMUNITY COLLEGE SYSTEM POST-EMPLOYMENT BENEFIT TRUST

Statements of Fiduciary Net Position

June 30, 2017 and 2016

	2017	2016
Assets		
Cash	**$ 120,367**	$ 101,429
Investments	**36,552,442**	31,414,615
Total assets	**36,672,809**	31,516,044
Net position held in trust for benefits	**$ 36,672,809**	$ 31,516,044

The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

MAINE COMMUNITY COLLEGE SYSTEM POST-EMPLOYMENT BENEFIT TRUST

Statements of Changes in Fiduciary Net Position

Years Ended June 30, 2017 and 2016

	2017	2016
Additions		
Interest income	**$ 24**	$ 15
Employer contributions	**2,090,345**	2,187,091
Investment income (loss), net of investment expense of $102,893 in 2017 and $59,344 in 2016	**4,769,419**	(401,850)
Total additions	**6,859,788**	1,785,256
Deductions		
Benefits	**1,647,873**	1,657,921
Administrative expenses	**55,150**	50,175
Total deductions	**1,703,023**	1,708,096
Net increase	**5,156,765**	77,160
Net position held in trust for benefits, beginning of year	**31,516,044**	31,438,884
Net position held in trust for benefits, end of year	**$ 36,672,809**	$ 31,516,044

The accompanying notes are an integral part of these financial statements.

1. Summary of Significant Accounting Policies

The significant accounting policies followed by the Maine Community College System (the System) are set forth below:

Basis of Presentation

The System is Maine's comprehensive two-year college system and offers certificate, diploma, and associate degree programs. The financial statements of the System include the activity of its seven colleges, the central administrative office and its Center for Career Development (the CCD), which directed system-wide programs and supports other strategic projects and initiatives for the System through June 30, 2016. At that time, the System merged CCD's activities and programs into the System's central office.

The System is included in the combined financial statements of the State of Maine (the State) as a discretely-presented component unit. This financial reporting is based primarily on the State's appointment of the System Board of Trustees, the level of revenues derived from state appropriations and the ability of the State to influence the operational decisions of the System.

The accompanying financial statements have been prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) using the economic resources measurement focus and the accrual basis of accounting. In accordance with GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, the System follows all applicable GASB pronouncements.

The following elements are included with these general purpose financial statements:

- Management's Discussion and Analysis (as required supplementary information);
- Basic financial statements, which include the Statements of Net Position, Statements of Revenues, Expenses and Changes in Net Position and Statements of Cash Flows; and
- Notes to the Financial Statements.

The System follows the "business-type activities" (BTA) requirements of GASB Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*. BTAs are defined as those that are financed in whole or in part by fees charged to external parties for goods or services.

The financial statements are reported on a consolidated basis and the System classified resources into the following net position categories:

- **Net investment in capital assets** - Capital assets, at historical cost or fair market value on the date of gift and deposit with bond trustee, net of accumulated depreciation; reduced by outstanding principal balances of debt; increased by deferred outflows of resources and decreased by deferred inflows of resources attributable to the acquisition, construction or improvement of those assets.

- **Restricted nonexpendable** - Net position subject to externally-imposed stipulations that is invested permanently by the System. The amount is affected by new nonexpendable gifts.

- **Restricted expendable** - Net position whose use by the System is subject to externally-imposed stipulations. Such assets include the accumulated net gains/losses on true endowment funds as well as the fair market value of restricted funds functioning as endowments, restricted funds loaned to students, restricted gifts and endowment income, and other similar restricted funds.

- **Unrestricted** - Net position that is not subject to externally-imposed stipulations.

The System determines on a case-by-case basis whether to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available. However, the System generally encourages the use of restricted resources first.

Reporting Entity

The financial reporting entity consists of the primary government (the System), its component units, which consist of the seven Foundations of the System's Colleges (the Foundations), and the Maine Community College System Post-Employment Benefit Trust (the Trust).

The Trust is a separate legal entity established in 2009 to accumulate funds to pay, at least in part, the System's obligations under the post-employment healthcare plan. See Note 12 for more information.

The Foundations are legally separate, tax-exempt component units of the System. The Foundations act primarily as fundraising organizations to supplement the resources that are available to the System by raising money for endowed scholarships, technology, and teaching resources. The Foundations are self-perpetuating and their donors consist of graduates and friends of the Colleges. Although the System does not control the timing or amount of receipts from the Foundations, the majority of resources, or income thereon, that the Foundations hold and invest are restricted to the activities of the System by the donors. Because these resources held by the Foundations can only be used by, or for the benefit of, the System, the Foundations are considered component units of the System. The Foundations are reported in separate financial statements.

The Foundations are private not-for-profit organizations that report their financial results in accordance with private, non-governmental accounting standards. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences. Significant note disclosures to the Foundations' financial statements have been incorporated into the System's notes to the financial statements in Note 11.

Cash Equivalents

Cash equivalents are carried at cost, which approximates fair value, and consist principally of money market funds and other pooled funds with maturities of three months or less at the date of purchase.

Investments

Investments are reported at fair value based on quoted market prices. Realized gains and losses are calculated on a specific identification basis.

The System invests in various investment securities. Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such change could materially affect the amounts reported in the financial statements.

Pledges Receivable

Pledges receivable represent irrevocable donations promised by other entities or individuals that meet certain eligibility requirements, net of an estimate of uncollectible amounts. Pledges receivable are shown at their face amount and are not discounted. The allowance for uncollectible amounts is an estimate subject to change. An allowance is established based on the current status of pledges and past experience. As of June 30, 2017 and 2016, management has determined that an allowance is not warranted.

Endowment Investments

Endowment funds consist of funds received from donors with the stipulation that the original principal remain invested in perpetuity to produce income which is to be expended for the purposes specified by the donor. All endowments have been established for the purpose of granting scholarships to students.

Individual endowment funds are invested on a pooled basis. Total endowment investment yield received for the year is distributed to fund accounts, in accordance with the terms or restrictions of the individual fund.

Accounts Receivable

Accounts receivable consist principally of tuition receivable from students and third-party payors and various state and federal grants.

Student accounts receivable are carried at the unpaid balance of the original amount billed to students. Student accounts receivable are net of an estimate made for doubtful accounts based on a review of all outstanding amounts. Management determines the allowance for doubtful accounts

by identifying troubled accounts and by using historical experience applied to an aging of accounts. Student accounts are written off when deemed uncollectible. Recoveries of student accounts previously written off are recorded when received.

A student account receivable is generally considered to be past-due if any portion of the receivable balance is outstanding at the beginning of a semester, at which point late charges may be assessed and are recognized when charged. Interest is not charged on past-due accounts.

Inventories

Inventories are valued at the lower of cost (first-in, first-out) or market and consist primarily of bookstore and food inventories.

Prepaid Post-Employment Benefit

Prepaid post-employment benefits consist of contributions made to the Maine Community College System Post-Employment Benefit Trust in excess of the actuarially-determined annual cost.

Capital Assets

Capital assets funds, derived from appropriations and the System funds so designated by the Board of Trustees, may be used to meet expenditures for construction of additional facilities, major renovations and retirement of indebtedness arising therefrom. Designated funds are unrestricted funds for which the Board of Trustees or administration stipulates a specific use, thereby designating them for that purpose. However, the Board of Trustees may at any time redesignate the funds for other use. Total designated capital asset funds included in unrestricted net assets amounted to $20,641,756 and $19,490,007 at June 30, 2017 and 2016, respectively.

Land, buildings, equipment and fixtures are stated at cost at the date of acquisition, or fair market value at the date of donation in the case of gifts. Expenditures for maintenance, repairs and assets with a cost of under $1,500 are expensed as incurred. Upon sale or retirement of an asset, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is included in the statement of revenues, expenses and changes in net position. Assets are depreciated on a straight-line basis according to the following estimated useful lives:

Buildings	40 years
Improvements	10 years
Furniture and equipment	3 - 10 years
Library books and periodicals	5 years

Assets under capital leases are depreciated using the shorter of the above useful lives or the term of the lease.

Defined Benefit Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Employee and Teacher Retirement Plan (the SET Plan) and additions to/deductions from the SET Plan's fiduciary net position have been determined on the same basis as they are reported by the SET Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Compensated Absences

The System accrues amounts for compensated absences as earned. As of June 30, 2017 and 2016, the System had accrued $2,420,400 and $2,252,550, respectively. These accrued balances represent vacation and earned time amounts payable to employees upon termination of employment.

Revenue Recognition

Tuition and fees revenues are recognized when the services are performed. Unrestricted gifts of securities and other noncash assets are recognized as revenue based on the fair value at the date of donation; restricted grants and gifts are recognized as revenue based on the fair value when eligibility requirements have been met; state appropriations are recognized in the year the state appropriates the funds.

Unearned revenue consists primarily of unrestricted tuition and student fees related to future fiscal years.

Investment income consists of interest and dividend income recognized on the accrual method, as well as realized and unrealized gains or losses on investments.

Auxiliary enterprises furnish goods or services to students, faculty or staff, and charge a fee directly related to the cost of the goods or services. Revenues from auxiliary enterprises are primarily earned from college stores and are recognized as the services are performed or the goods are delivered.

Operating Revenues and Expenses

Operating revenues consist of tuition and fees; federal, state and other grants and contracts; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and residential life and depreciation and amortization. All other revenues and expenses of the System are reported as other or nonoperating revenues and expenses, including state general appropriations, noncapital gifts, short-term investment income, interest expense and capital additions and deductions. Capital

items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended for expenditure driven grants or, in the case of fixed-price contracts, when the contract terms are met or completed.

Tax Status

The System is exempt from income taxes because it is an instrumentality of the State of Maine. The Foundations are exempt from income taxes because they are each 501(c)(3) organizations. The Trust is exempt from income taxes by virtue of the exempt status of the System.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2017 and 2016.

Agency Funds

Agency funds are cash held by an institution acting as custodian or fiscal agent, but not assets or liabilities of the institution. The cash is deposited with the institution for safekeeping, to be used or withdrawn by the depositor at will. As of June 30, 2017 and 2016, the System held assets totaling $1,477,443 and $1,290,375, respectively, consisting primarily of Student Union Activity Funds, which are not reflected on the accompanying statements of net position.

Risk Management

The System is exposed to various risks of loss from torts; theft of, damage to, and destruction of assets; business interruption; errors and omissions; employee injuries and illnesses; natural disasters; and employee health, dental and accident benefits. Commercial insurance coverage is purchased for claims arising from such matters. Settled claims have not exceeded this commercial coverage in any of the three preceding years.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities, as well as the reported amounts of revenues and expenses. These estimates include, but are not limited to, the valuation of accounts and pledges receivable and the actuarial assumptions used in determining the post-employment benefit expense and related asset balance. Actual results could differ from those estimates.

New Accounting Pronouncements Not Yet Effective

In June 2015, GASB issued Statement No. 75, *Accounting and Reporting for Postemployment Benefits Other Than Pensions*. This statement establishes new accounting and financial reporting requirements for governmental entities whose employees are provided with other post-employment benefits (OPEB). In general, the provisions relating to reporting OPEB liabilities are effective for years beginning after June 15, 2017. Management has evaluated the impact this Statement will have on the System's financial statements and estimates it will reduce beginning net position upon adoption by approximately $25.7 million.

In June 2017, GASB issued Statement No. 87, *Leases*. This statement is effective for financial periods beginning after December 15, 2019, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

2. Cash and Cash Equivalents

The carrying amounts, which represent both cost and fair value, of cash and cash equivalents for the System at June 30, 2017 and 2016 are presented below:

	2017	2016
Cash in bank	**$ 16,235,187**	$ 8,128,506
Outstanding checks	**(3,710,293)**	(1,654,645)
State Treasurer's Cash Pool	**1,182,524**	8,583,207
	$ 13,707,418	$15,057,068

The bank account balances are covered by depository insurance up to $250,000 at June 30, 2017 and 2016. The cash in bank in excess of depository insurance is collateralized by a stand-by letter of credit with the Federal Home Loan Bank. The System has established internal procedures to monitor credit risk relating to deposits in financial institutions.

The State Treasurer's Cash Pool (the Pool), established by the Maine State Treasurer, is not rated by a nationally recognized statistical rating organization. However, the Pool is limited by State law to invest in obligations of the U.S. Treasury and its agencies and instrumentalities that mature within 36 months; repurchase agreements that are secured by obligations of the U.S. Government and its agencies and instrumentalities and mature within 12 months; prime commercial paper; tax-exempt municipal obligations rated no less than AA; corporate bonds rated AAA; money market funds; bankers' acceptances not exceeding 180 days; and time certificates of deposit not exceeding two years.

The System's management considers this investment to be a money market instrument and carries the amounts at cost, which approximates fair value.

3. Investments

The fair value of investments for the System at June 30, 2017 and 2016 is as follows:

	2017	2016
Management account investments		
Mutual funds		
Fixed-income	$ -	$22,859,153
Equity	-	25,119,515
Currency hedge	-	1,389,559
Investments at net asset value		
Fixed-income	28,165,605	-
Equity	26,310,549	-
Money market funds	-	281,110
Total management account investments	54,476,154	49,649,337
Other investments	4,137	3,748
Total investment balance	$ 54,480,291	$49,653,085

The System's investments are reported in the financial statements at June 30, 2017 and 2016 as follows, based on the portfolios underlying the mutual fund investments:

	2017	2016
Short-term investments	$ 39,951,938	$36,499,633
Endowment investments	14,528,353	13,153,452
	$ 54,480,291	$49,653,085

Interest Rate Risk

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

Credit Risk

The System limits its exposure to credit risk in its investment policy by investing in highly diversified fixed-income funds. Collectively taken, the majority of the underlying holdings in these funds in which the System may invest are investment grade as rated by a nationally recognized statistical rating organization (NRSRO). The System further reduces potential credit risk by not investing directly in individual fixed-income securities. Management periodically reviews the exposure to securities that are unrated or below investment grade in its portfolios to ensure the System limits its credit risk.

A summary of fixed-income investments and their related interest rate and credit risks as of June 30, 2017 and 2016 are as follows:

	2017		2016	
Rating	Amount	Maturity	Amount	Maturity
AAA	**$ 3,625,457**	**5.6 years**	$ 2,929,386	8.8 years
AA	**10,923,865**	**1.2 years**	9,658,168	8.0 years
A	**13,616,283**	**7.2 years**	2,996,954	6.4 years
BBB	**-**		315,044	7.4 years
BB	**-**		6,959,601	4.9 years
	$ 28,165,605		$ 22,859,153	

The ratings and maturities are the weighted averages of the debt securities in which the funds invest.

Concentration of Credit Risk

The System has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. Also, within the individual funds, the net credit exposure to any single issuer will not represent more than 5% of the fund with the exception of U.S. Treasuries and Agencies and investment grade OECD member countries and their instrumentalities. As of June 30, 2017 and 2016, individual investments representing more than 5% of the System's investments were as follows:

	Percentage of Investments	
	2017	2016
Wellington Trust Co. (WTC)-Common Trust Funds (CTF) Treasury Inflation Protected	**7**	- %
WTC-CTF Ultra Short Duration	**20**	-
WTC-CTF Intermediate Bond	**21**	-
Doubleline Total Return	-	6
Harbor High Yield	-	6
Vanguard Total Bond Markets Fund	-	19
Vanguard Inflation Protected Fund	-	6
Vanguard Intermediate Term Investment Grade Fund	-	6

* Fund was less than 5%.

Custodial Credit Risk

All of the System's investments are held with a third-party custodian in the System's name.

Fair Value Measurement

GASB Statement No. 72 defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. GASB No. 72 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

Level 1: Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2: Significant other observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

Level 3: Significant unobservable inputs that reflect an entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

At June 30, 2017 certain investments were measured at Net Asset Value (NAV), which is fair value estimated by management using values provided by the investment managers. Management does not anticipate that these funds will be liquidated, although relative positions are rebalanced periodically.

Assets measured at fair value on a recurring basis are summarized below:

	Fair Value Measurements at June 30, 2017, Using:			
	Total	Level 1	Level 2	Level 3
Investments				
Cash and short-term investments	**$ 4,137**	**$ 4,137**	**$ -**	**$ -**
Investments at net asset value				
Equity mutual funds	**26,310,549**			
Fixed-income mutual funds	**28,165,605**			
	$ 54,480,291			

	Fair Value Measurements at June 30, 2016, Using:			
	Total	Level 1	Level 2	Level 3
Investments				
Cash and short-term investments	$ 1,674,417	$ 1,674,417	$ -	$ -
Equity mutual funds	25,119,515	25,119,515	-	-
Fixed-income mutual funds	22,859,153	22,859,153	-	-
	$ 49,653,085	$ 49,653,085	$ -	$ -

Assets measured at net asset value are as follows:

	June 30, 2017		
	Fair Value	Redemption Frequency	Redemption Notice Period
Equity mutual funds:			
CTF Enduring Assets (a)	**$ 5,731,234**	**Monthly**	**22nd calendar day of previous month**
CTF Global Quality Growth (b)	**1,755,084**	**Daily**	**On redemption date**
CTF Global Opportunities (c)	**16,267,311**	**Monthly**	**22nd calendar day of previous month**
CTF Global Perspective (d)	**1,702,656**	**Monthly**	**22nd calendar day of previous month**
CTF Opportunistic Equity (e)	**854,264**	**Monthly**	**22nd calendar day of previous month**
Fixed-income mutual funds:			
CTF Core Bond Plus (f)	**2,306,889**	**Monthly**	**22nd calendar day of previous month**
CTF Intermediate Bond (g)	**11,309,393**	**Monthly**	**22nd calendar day of previous month**
CTF Treasury Inflation Protected (h)	**3,625,457**	**Daily**	**On redemption date**
CTF Ultra Short Duration (i)	**10,923,866**	**Daily**	**On redemption date**

(a) This fund invests in companies with long-lived physical assets that exhibit low levels of earnings volatility and is managed on a total return basis.

(b) This fund invests in high quality growth companies to provide long-term total returns above the Morgan Stanley Capital International (MSCI) Index and is managed on a total return basis.

(c) This fund invests primarily in common stock to provide long-term total return in excess of the MSCI All Country World Index and is managed on a total return basis.

(d) This fund invests primarily in common stock to provide long-term total return in excess of the MSCI World Small Cap Index over full market cycles and it managed on a total return basis.

(e) This fund invests in securities with both long and short positions, uses an unconstrained, non-benchmark oriented approach, and is managed on a total return basis.

(f) This fund invests in U.S. Government and Agency securities, mortgage securities, municipal securities, and other similar assets to provide long-term total return in excess of the U.S. bond market represented by the Barclays Aggregate Bond Index. The fund also purchases debt obligations meeting similar risk and is managed on a total return basis.

(g) This fund invests in investment-grade, U.S. dollar-denominated debt obligations of U.S. and non-U.S. issuers to provide long-term return in excess of the Barclays Capital Intermediate Government/Credit Bond Index and is managed on a total return basis.

(h) This fund invests primarily in U.S. Treasury inflation protected securities, including inflation-indexed bonds issued by U.S. agencies, U.S. government instrumentalities, and government agency nominal securities to provide inflation and long-term total return in excess of the Barclays Capital U.S. 1-10 Year TIPS Index. It is managed on a total return basis.

(i) This fund invests in investment grade, U.S. dollar-denominated debt obligations of U.S. and non-U.S. issuers to provide long-term total return in excess of the Barclays Capital 9-12 Month Treasury Index while maintaining liquidity and preserving capital. It is managed on a total return basis.

4. Receivables

Accounts Receivable

Accounts receivable at June 30, 2017 and 2016 consisted of the following:

	2017	2016
Grants and contracts	**$ 5,061,077**	$ 2,037,874
Student and general	**3,027,171**	2,798,780
Allowance for doubtful accounts	**(1,144,701)**	(1,106,381)
Total accounts receivable, net	**$ 6,943,547**	$ 3,730,273

Pledges Receivable

The System had no pledge receivable at June 30, 2017. The System had a $200,000 pledge receivable at June 30, 2016 which was collected in fiscal year 2017.

5. Capital Assets

Capital assets activity for the year ended June 30, 2017 is summarized as follows:

	Balance July 1, 2016	Additions	Retirements/ Reductions/ Adjustments	Balance June 30, 2017
Land	$ 3,682,337	**$ -**	**$ -**	**$ 3,682,337**
Buildings	141,310,498	**7,298,101**	**352,000**	**148,256,599**
Improvements	103,852,818	**3,653,587**	**33,842**	**107,472,563**
Furniture and equipment	64,671,251	**3,840,462**	**659,418**	**67,852,295**
Library books and periodicals	4,777,598	**91,904**	**882,888**	**3,986,614**
Construction in process	10,542,708	**9,018,473**	**8,985,647**	**10,575,534**
	328,837,210	**23,902,527**	**10,913,795**	**341,825,942**
Less accumulated depreciation	(147,888,638)	**(11,415,250)**	**(1,610,944)**	**(157,692,944)**
Capital assets, net	$ 180,948,572	**$ 12,487,277**	**$ 9,302,851**	**$ 184,132,998**

Capital assets activity for the year ended June 30, 2016 is summarized as follows:

	Balance July 1, 2015	Additions	Retirements/ Reductions	Balance June 30, 2016
Land	$ 3,682,337	$ -	$ -	$ 3,682,337
Buildings	141,660,190	150,308	500,000	141,310,498
Improvements	88,034,216	16,185,792	367,190	103,852,818
Furniture and equipment	63,941,721	4,129,915	3,400,385	64,671,251
Library books and periodicals	4,673,875	102,402	(1,321)	4,777,598
Construction in process	12,710,075	4,707,900	6,875,267	10,542,708
	314,702,414	25,276,317	11,141,521	328,837,210
Less accumulated depreciation	(139,177,392)	(11,432,506)	(2,721,260)	(147,888,638)
Capital assets, net	$ 175,525,022	$ 13,843,811	$ 8,420,261	$ 180,948,572

6. Long-Term Debt

Long-term debt activity for the year ended June 30, 2017 is summarized as follows:

	2017					
	Beginning Balance	Additions	Payments	Premium Amortization	Ending Balance	Current Portion
Notes payable	**$21,284,118**	**$ -**	**$ 128,184**	**$ 127,421**	**$21,028,513**	**$ 828,138**
Capital leases	**2,236,217**	**-**	**2,209,010**	**-**	**27,207**	**13,425**
	$23,520,335	**$ -**	**$2,337,194**	**$ 127,421**	**$21,055,720**	**$ 841,563**

Long-term debt activity for the year ended June 30, 2016 is summarized as follows:

	2016					
	Beginning Balance	Additions	Payments	Premium Accretion	Ending Balance	Current Portion
Notes payable	$22,886,145	$ -	$1,574,777	$ 27,250	$21,284,118	$ 131,476
Capital leases	2,272,653	-	36,436	-	2,236,217	2,209,012
	$25,158,798	$ -	$1,611,213	$ 27,250	$23,520,335	$ 2,340,488

Notes payable consist of the following at June 30, 2017 and 2016:

	2017	2016
Notes payable to Maine Health and Higher Educational Facilities Authority (MHHEFA) in conjunction with revenue bonds: Series 2016A (including original issue premium of $2,548,412) which bears interest at rates ranging from 3.0% to 5.0%; annual principal payments due in amounts ranging from $695,000 in fiscal 2018 to $1,470,000 in fiscal 2035 when note is repaid in full.	**$ 19,903,291**	$ 20,030,712
Note payable to Town of Fairfield: Bearing interest at 3%; monthly principal and interest payments of $7,764 to 2030 and a final payment of $3,914 when the note is repaid in full. The note is collateralized by a building.	**988,803**	1,051,291
Note payable to Aramark: Bearing interest at 2.5%; monthly principal and interest payments of $5,833 until maturity in fiscal 2019.	**136,419**	202,115
	$ 21,028,513	$ 21,284,118

In September of 2006, the System issued notes with a par value of $24,340,000 through MHHEFA with an average annual interest rate of 4.7 percent and a final maturity in July 2036. The purpose of the proceeds was to fund a major expansion project at three of the college campuses. MHHEFA required $1,717,827 of the proceeds to be transferred to a debt reserve fund that is retained by MHHEFA in an interest-bearing account and will be used by MHHEFA to make the final payment of principal and interest in 2036. Accordingly, funds transferred to MHHEFA are not included as assets and are deducted from the amounts owed in the System's balance sheet. The bonds were issued at a premium of $817,470 and $27,250 of the premium was amortized in fiscal 2016 as a reduction to capitalized interest. These revenue bonds were paid off with a refunding in June 2016 with MHHEFA.

In June of 2016, the System issued revenue bonds with a par value of $19,010,000 through MHHEFA with an average annual interest rate of 4.1 percent and a final maturity in July 2035. MHHEFA requires that $1,527,700 of the bond proceeds be transferred to a debt reserve fund. The amount transferred to the debt reserve fund is retained by MHHEFA in an interest bearing account and will be used by MHHEFA to make the final payment of principal and interest in 2035. Accordingly, funds transferred to MHHEFA are not included as assets and are deducted from the amounts owed in the System's balance sheet. The bonds were issued at a premium of $2,548,412. This Revenue Bond was used to refund the MHHEFA Bond 2006F originally issued in September 2007.

The notes are collateralized by the gross receipts of the System. The System is required to make monthly deposits of principal and interest of amounts sufficient to make the semi-annual interest payments and annual principal payments and to maintain a ratio of income available for debt service to annual debt service of at least 1.20 for each fiscal year. At June 30, 2017, the System met the debt service ratio.

At June 30, 2017, future payments in conjunction with the notes payable to MHHEFA related to the Series 2016A revenue bonds, Town of Fairfield and Aramark are as follows for the years ending June 30:

	Principal	Interest	Total
2018	$ 826,747	$ 835,101	$ 1,661,848
2019	870,409	796,239	1,666,648
2020	833,365	757,007	1,590,372
2021	880,445	716,953	1,597,398
2022	922,587	674,285	1,596,872
2023 - 2027	5,217,428	2,700,484	7,917,912
2028 - 2032	6,109,242	1,447,723	7,556,965
2033 - 2035	2,947,300	226,675	3,173,975
Total payments	18,607,523	$ 8,154,467	$ 26,761,990
Unamortized premium	2,420,990		
Total	$ 21,028,513		

On January 1, 1997, the System executed and delivered Certificates of Participation in the amount of $5,280,000 to finance the construction of buildings and infrastructure and the acquisition of equipment at one of the colleges, York County Community College. This transaction was accounted for as a capital lease. The final certificate matured on January 1, 2017. The interest component was payable semi-annually through fiscal 2017. The certificates required an amount of $450,000 to be held on deposit with the bond trustee to cover a portion of the final principal payment. The total held, including income earned, was $519,340, which is classified as deposit with bond trustee at June 30, 2016. There is no outstanding balance as of June 30, 2017. The balance of this capital lease at June 30, 2016 was $2,180,000.

The assets acquired under this lease have a net book value of approximately $2.7 million and $2.9 million at June 30, 2017 and 2016, respectively. The assets are included in buildings as part of capital assets and depreciation is included in depreciation expense.

The System has other capital leases totaling $27,207 and $56,217 at June 30, 2017 and 2016, respectively.

At June 30, 2017, future minimum payments under noncancelable capital lease obligations are as follows for the years ending June 30:

2018	$ 13,425
2019	13,782
Total minimum lease payments	27,207
Less amounts representing interest	1,091
Present value of net minimum lease payments under capital leases	$ 26,116

7. Retirement Plans

Defined Benefit Plan

The System participates in the SET Plan, a multiple-employer cost sharing plan administered by the Maine Public Employees Retirement System (the MainePERS). The MainePERS provides pension benefits to its members, which include employees of the State, certain public school employees and employees of local municipalities and other public entities in Maine. There are 240 employers in the SET Plan. All state employees and teachers become members of the SET Plan as a condition of their employment.

The MainePERS is established and administered under the Maine State Retirement System Laws, Title 5 M.R.S.A., C.421, 423, and 425. The MainePERS issues a publicly available financial report that includes financial statements and required supplementary information for the SET Plan. That report is available online at www.mainepers.org or may be obtained by writing to the Maine Public Employees Retirement System, 46 State House Station, Augusta, Maine 04333-0046.

The SET Plan provides defined retirement benefits based on members' average final compensation and creditable service. Vesting occurs upon the earning of five years of service credit or the earning of one year of service credit immediately preceding retirement at or after normal retirement age (prior to October 1, 1999, the service credit requirement is ten years); normal retirement age for the SET Plan is age 60, 62, or 65. The normal retirement age is determined by whether a member had met certain creditable service requirements on specific dates, as established by Maine statute.

Upon termination of membership, members' accumulated employee contributions are refundable with interest, credited in accordance with statute. Withdrawal of accumulated contributions results in forfeiture of all benefits. The annual rate of interest credited to members' accounts is set by the MainePERS Board of Trustees and is currently 5.0%.

Contributions

Retirement benefits are funded by contributions from members and employers and by earnings on investments. Disability and death benefits are funded by employer normal cost and by earnings on investments. In accordance with Maine statute, members are required to contribute 7.65% of their earnable compensation to the Plan. The System is required to contribute at an actuarially-determined rate (22.69% of annual payroll for fiscal year 2017 and 22.37% for fiscal year 2016) that, when combined with the contributions of other reporting entities, will be adequate to fund the Plan.

The contribution rate is determined using an entry-age normal actuarial funding method for retirement benefits and a term-cost method for ancillary benefits. The System may be required to make contributions to fund the Plan's pooled unfunded actuarial liability, if any. The contribution requirements of the SET Plan members and the System are established by and may be amended by the State legislature.

Total System and employee contributions (which equal the actuarially-required contributions) to the SET Plan are as follows:

	2017	2016	2015
System	**$ 6,862,506**	$ 7,367,698	$ 8,328,072
Employee	**2,271,176**	2,189,833	2,074,818
Total	**$ 9,133,682**	$ 9,557,531	$10,402,890

Pension Liabilities, Pension Expense, and Deferred Outflows and Inflows of Resources Related to the Pension Plan

At June 30, 2017 and 2016, the System reported a liability for its proportionate share of the net pension liability of the SET Plan. At June 30, 2017 and 2016, the net pension liability was measured as of June 30, 2016 and 2015, respectively, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of those dates. The System's proportionate share of the net position liability was based on a projection of the System's long-term share of contributions to the SET Plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2016, the System's proportion was 4.97%, which was an decrease of 1.67% from its proportion measured as of June 30, 2015.

For the years ended June 30, 2017 and 2016, the System recognized pension expense of $5,185,834 and $7,411,909, respectively. At June 30, 2017, the System reported deferred outflows of resources and deferred inflows of resources related to the pension plan from the following sources:

	2017		2016	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	**$ 1,002,423**	**$ 567,829**	$ -	$ 1,829,830
Changes in assumptions	**3,263,237**	**-**	1,240,702	-
Net difference between projected and actual earnings on pension plan investments	**13,855,424**	**5,771,217**	9,415,268	11,567,957
Changes in proportion and differences between System contributions and proportionate share of contributions	**83,091**	**12,136,626**	1,792,148	236,308
System contributions subsequent to the measurement date	**6,862,506**	**-**	7,367,698	-
	$25,066,681	**$18,475,672**	$19,815,816	$13,634,095

The deferred outflows of resources resulting from the System's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the pension plan will be recognized as a reduction of pension expense as follows for the years ending June 30:

2018	$ (3,444,747)
2019	(2,873,729)
2020	3,904,224
2021	2,142,755

Actuarial Methods and Assumptions

The total pension liability in the June 30, 2016 actuarial valuation was determined using the following methods and assumptions, applied to all periods included in the measurement:

Actuarial Cost Method - The Entry Age Normal actuarial funding method is used to determine costs. Under this funding method, the total employer contribution rate consists of two elements, the normal cost rate and the unfunded actuarial liability rate.

The individual entry age normal method is used to determine liabilities. Under the individual entry age normal method, a normal cost rate is calculated for each member. This rate is determined by taking the value, as of age at entry into the plan, of the member's projected future benefits, and dividing it by the value, also as of the member's entry age, of his/her expected future salary.

The normal cost for each member is the product of his/her pay and his/her normal cost rate. The normal cost for the group is the sum of the normal costs for all members. Experience gains and losses (i.e., decreases or increases in liabilities and/or in assets when actual experience differs from the actuarial assumptions) affect the unfunded actuarial-accrued liability.

Asset Valuation Method - The actuarial valuation employs a technique for determining the actuarial value of assets which dampens the swing in the market value. The specific technique adopted in this valuation recognizes in a given year one-third of the investment return that is different from the actuarial assumption for investment return.

Amortization - The net pension liability is amortized on a level percentage of payroll over the amortization period then in effect under Maine statutory and constitutional requirements.

Significant actuarial assumptions employed by the actuary for funding purposes as of June 30, 2016 and 2015 are as follows:

Investment Rate of Return - 6.875% and 7.125% per annum for the year ended June 30, 2016 and 2015, respectively, compounded annually.

Salary Increases, Merit and Inflation - 2.75% to 8.75% per year.

Mortality Rates - For active members and non-disabled retirees, the RP-2000 Tables projected forward to 2016 using Scale AA are used, set back two years for 2016 and the RP2014 Total Dataset Healthy Annuitant Mortality Table is used for 2017.

Cost of Living Benefit Increases - 2.20% per annum.

The long-term expected rate of return on pension plan assets was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major class of assets. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of June 30, 2016 are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
U.S. equities	20 %	5.7 %
Non-U.S. equities	20	5.5
Private equity	10	7.6
Real assets		
Real estate	10	5.2
Infrastructure	10	5.3
Hard assets	5	5.0
Fixed-income	25	2.9

Discount Rate - The discount rate used to measure the collective total pension liability was 6.875% and 7.125% for 2016 and 2015, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer and non-employer entity contributions will be made at contractually required rates, actuarially determined. Based on these assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The following table shows how the System's proportionate share of the net pension liability as of June 30, 2016 and 2015 would change if the discount rate used was one percentage point lower or one percentage point higher than the current rate. The current rate is 6.875%.

	1% Decrease	Current Discount Rate	1% Increase
2016			
The System's proportionate share of the net pension liability	$ 93,700,732	$ 66,740,128	$ 44,069,945
2015			
The System's proportionate share of the net pension liability	$100,896,672	$ 68,006,887	$ 40,242,422

Changes in net pension liability are recognized in pension expense with the following exceptions:

Differences between Expected and Actual Experience - The differences between expected and actual experience with regard to economic or demographic factors were recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members. For the 2016 and 2015 actuarial valuations, this was three years.

Differences between Projected and Actual Investment Earnings - Differences between projected and actual investment earnings were recognized in pension expense using a straight-line amortization method over a closed five-year period.

Changes in Assumptions - Differences due to changes in assumptions about future economic or demographic factors or other inputs were recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members in each plan. For the SET Plan, there were no changes in assumptions in the 2016 valuation. The change in discount rate from 7.125% to 6.875% was the only change in assumptions in the 2015 valuation.

Changes in Proportion and Differences between Employer Contributions and Proportionate Share of Contributions - Differences resulting from a change in proportionate share of contributions and differences between total employer contributions and the employer's proportionate share of contributions were recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members. Differences between total employer contributions and the employer's proportionate share of contributions may arise when an employer has a contribution requirement for an employer-specific liability.

Rationale for Assumptions - The assumptions were adopted by the plan trustees as a result of the latest experience study review performed in 2012 and covering the period July 1, 2006 through June 30, 2011.

Defined Contribution Plan

Certain employees participate in an optional program with Teachers Insurance and Annuity Association - College Retirement Equities Fund (TIAA-CREF), a defined contribution plan. In defined contribution plans, benefits depend solely on amounts contributed plus investment earnings. Only confidential employees and, as of July 1999, Maine Education Association (MEA) Administrators and faculty are eligible to participate in the TIAA-CREF defined contribution plan. The System contributes 12.88% and 6.04% of total salaries for eligible confidential and MEA employees, respectively. The System contribution is funded as it accrues and, along with the contributions of the employees, is immediately vested. Employees make contributions at an average of 6.64% of total salaries (6.30% in 2016). Total employer contributions to the TIAA-CREF program in fiscal years 2017 and 2016, respectively, amounted to $1,514,649 and $1,560,026, which consisted of $450,593 and $466,247 for confidential employees and $1,064,055 and $1,093,779 for MEA employees. MEA employee contributions amounted to $1,213,927 and $1,367,848 in 2017 and 2016, respectively.

Total salaries and wages for covered employees participating in TIAA-CREF were $21,115,206 and $21,728,861 for fiscal years 2017 and 2016, respectively.

Post-Employment Health Insurance

The System established a defined benefit post-employment healthcare plan - a single employer defined benefit plan that is used to provide postemployment benefits other than pensions. This plan covers all employees who retire and participate in MainePERS or TIAA-CREF. See Note 12 for more information.

8. Commitments and Contingencies

The System is covered by a commercial insurance policy for workers' compensation. The State of Maine has the primary obligation for self-insured claims and reimburses the System for payments made. In 2017 and 2016, the System made payments of $40,500 and $43,600, respectively, which were reimbursed by the State of Maine. The contingent liability for estimated unpaid workers' compensation claims at June 30, 2017 and 2016 is $995,500 and $1,100,000, respectively.

The System owns property with a book value of approximately $14.9 million in Brunswick, Maine for the use of the Southern Maine Community College. This property must be used solely and continuously for educational programs until November 2041 under the terms by which the property was donated.

From time-to-time, the System is named as a defendant in legal actions and other claims incident to the normal conduct of its operations. Management does not expect to suffer any material liability by reason of such actions, nor does it expect that such actions will have a material effect on the financial position of the System.

The System has entered into various construction and renovation contracts. The System has outstanding commitments under these contracts of approximately $2.1 million at June 30, 2017.

The System entered into a ten-year operating lease, which ended June 30, 2006, for the current building in which the central administrative office of the System is located. The System is currently renting this space month-to-month. Annual rent was $167,460 for the years ended June 30, 2017 and 2016. Each year the annual rent may be adjusted by an inflation factor. There was no adjustment in 2017 and management estimates rent for fiscal 2018 to be $167,460.

The System participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

9. Proceeds from State for Grants and Capital Asset Acquisition

In November 2007, a State of Maine general-purpose bond issue was authorized; the System's portion of the bond is $15,500,000 and is to be used for interior and exterior building renovations, improvements and additions at all campuses. In 2010, a State of Maine general-purpose bond was authorized; the System's portion of this bond is $9,750,000 and is to be used for development of an engineering and economic development center at the former Brunswick Naval Air Station site and for energy and infrastructure upgrades at all campuses. In 2013, another State of Maine general-purpose bond was authorized; the System's portion of this bond is $15,500,000 and is to be used for energy and infrastructure at all campuses. The System will not be required by the State of Maine to assume the bond liability when activities are complete. Through June 30, 2017, the System has spent $40,750,000 on these projects. Revenues recognized from the State in fiscal years 2017 and 2016 amounted to $2,613,047 and $5,875,418, respectively, and are included as other revenues in the Statements of Revenues, Expenses and Changes in Net Position.

10. State Appropriations

During the years ended 2017 and 2016, the System's state appropriations revenue was unrestricted. These appropriations include general appropriations as well as special appropriations.

11. Maine Community College Educational Foundations

The significant accounting policies followed by the Maine Community College Educational Foundations, as set forth below, are governed by the Financial Accounting Standards Board. As such, certain revenue and expense recognition criteria and presentation requirements differ from GASB. No modifications have been made to the Foundation's financial information included here for these differences.

Basis of Accounting

The Foundations follow the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when incurred.

Cash

The Foundations maintain cash in bank deposit accounts which, at times, may exceed amounts guaranteed by the Federal Deposit Insurance Corporation. The Foundations have not experienced any losses in such accounts and believe they are not exposed to any significant risk of loss on cash.

Pledges

Pledges receivable are recorded at their net present value and net of allowance for uncollectible amounts. Pledges receivable at June 30, 2017 and 2016 are substantially all due within five years.

Appreciation on Permanently Restricted Net Assets

The Boards of Directors have interpreted State of Maine law as requiring the preservation of the fair value of the original gift of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. The expendable portion of income on such assets is reported in the statement of activities as temporarily restricted investment income and reclassified to unrestricted net assets when the stipulated donor restriction is accomplished.

Investments

Investments held by the Foundations at June 30, 2017 and 2016, which are carried at fair value, consisted of the following:

	2017	2016
Real assets	**$ 12,318**	$ 10,552
U.S. Government bonds	**327,457**	194,727
Corporate bonds	**2,468,862**	1,694,604
Common stock	**4,734,584**	3,964,061
Mutual funds	**2,028,049**	2,832,311
Investments measured at net asset value		
Fixed-income	**247,564**	-
Equity	**646,745**	-
Money market funds and certificates of deposit	**2,681,260**	878,535
	$13,146,839	$ 9,574,790

The fair value of investments is primarily based on quoted price in active markets; certificates of deposit are carried at cost which approximates fair value.

The Foundations each have their own investment policies that allow for a range of investment options.

Fair Value Measurement

Assets measured at fair value on a recurring basis consist of investments which are generally valued using Level 1 inputs as described in Note 3, with the exception of corporate bonds which are valued using Level 2 inputs and investments measured at Net Asset Value (NAV). Investments measured at NAV represent the Foundation for Maine's Community College's allocable portion of the System's portfolio (generally 5.1%). See Note 3 for additional disclosures.

Net Assets

The net assets of the Foundation are reported as follows:

Unrestricted Net Assets - Unrestricted net assets represent unrestricted resources over which the Foundations' Board of Directors retains full control to accomplish any of the Foundations' stated purposes.

Temporarily Restricted Net Assets - Temporarily restricted net assets represent contributions and earnings on permanently restricted net assets which may only be utilized in accordance with the purpose established by the donors of the related contributions or contributions with time restrictions. Temporarily restricted net assets generally consists of gifts restricted for scholarship or programs and appreciation on permanently restricted net assets.

Permanently Restricted Net Assets - Permanently restricted net assets represent endowment funds that are subject to the restrictions of the gift instruments requiring that the principal be invested in perpetuity and that income only be utilized, as stated in the gift instruments. Permanently restricted net assets generally consists of gifts to be held in perpetuity with the income available to be used for programs or scholarships.

Gifts and Contributions

Gifts and contributions are recorded when an unconditional promise to give is received, or when assets are received in a contribution, whichever comes first. Contributed assets are recorded at fair value.

Related Party Transactions

Support consists of amounts paid to the System in support of the System's various programs. At June 30, 2017 and 2016, substantially all accounts payable and accruals are payable to the System for such support.

The System also provides funding and in-kind support to the Foundations. This support totaled approximately $309,000 in 2017 and $300,000 in 2016, which is included in other revenues on the Statement of Activities.

12. Other Post-Employment Benefit Plan and Trust

Post-employment Healthcare Plan

The System established a defined benefit post-employment healthcare plan, a single employer defined benefit plan, used to provide post-employment benefits other than pensions (OPEB). This plan covers all employees who retire and participate in MainePERS or TIAA-CREF and provides healthcare benefits for retirees. Benefits are provided through a third-party insurer and the full cost of the benefits is covered by the plan.

The System records an expense for the post-employment healthcare plan as costs are incurred for current employees while the employees are performing services for the System. The amount in future years will be based on a calculation related solely to the System's employees and retirees. The System's contributions cover retirees only; additional family members are paid for by the retirees.

Plan membership consisted of the following at June 30, 2017:

Inactive plan members currently receiving benefit payments	357
Active plan members	881
	1,238

Calculations are based on the types of benefits and on the sharing of costs between the System and its employees as of the most recent valuation dated June 30, 2017. Valuations are required to be completed every two years.

The components of the net OPEB liability of the System at June 30, 2017, were as follows:

Total OPEB liability	$ 48,981,102
Fiduciary net position	(36,672,809)
Net OPEB liability	$ 12,308,293
Actuarial value of assets as a percentage of the OPEB liability	74.9 %

The OPEB liability, funded status, annual cost and annual required contribution were computed using a 7.0% investment rate in 2017, 2016 and 2015; inflation rate of 3.0%; healthcare cost inflation rate ranging from 7.0% in 2018 to 5.0% in 2022 and later years; projected unit credit actuarial cost method; and amortizing the actuarial-accrued liability at a level percentage of pay over 30 years based on an open group. Effective with the June 30, 2014 actuarial valuation, the vesting period increased to 10 years for System employees hired on or after January 1, 2013 (5 years prior to January 1, 2013). Actuarial valuations reflect long-term perspective and involve estimates of reported amounts and assumptions about the probability of events far into the future. Actuarially-determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future.

The following table shows how the System's total OPEB liability as of June 30, 2017 would change if the healthcare trend rate used was one percentage point lower or one percentage point higher than the current rate. The current rate starts at an initial rate of 7.0% decreasing annually by 0.5% to an ultimate rate of 5.0%. The 1% decrease in health care trend rates would assume an initial rate of 6.0% decreasing by 0.5% annually to an ultimate rate of 4.0%. The 1% increase in health care trend rates would assume an initial rate of 8.0% decreasing by 0.5% annually to an ultimate rate of 6.0%.

	1% Decrease (6.0%)	Current Health Care Trend Rate (7.0%)	1% Increase (8.0%)
Net OPEB liability	$ 5,966,601	$ 12,308,293	$ 20,298,152

The discount rate used to measure the total OPEB liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that System contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

The following table shows how the System's total OPEB liability as of June 30, 2017 would change if the discount rate used was one percentage point lower or one percentage point higher than the current rate. The current rate is 7.0%.

	1% Decrease (6.0%)	Current Discount Rate (7.0%)	1% Increase (8.0%)
Net OPEB liability	$ 19,944,270	$ 12,308,293	$ 6,111,921

The following assumption changes were made for the year ended June 30, 2017:

The per capita costs were increased using current enrollment and agency factors. The mortality table was changed from RPH-2014 Total Dataset Mortality Table fully generational using Scale MP-2014 to RPH-2015 Total Dataset Mortality Table fully generational using Scale MP-2015.

Post-Employment Benefit Trust

The System established the Post-Employment Benefit Trust as an irrevocable trust for the sole purpose of accumulating assets to provide funding for certain of the System's post-employment benefits. The System was named Trustee of the Trust. The effective date of the establishment of the Trust was June 30, 2009.

Plan assets include amounts in the Post-Employment Benefit Trust relating to current year annual required contributions.

The significant accounting policies followed by the Trust are set forth below:

Basis of Accounting

The Trust follows the accrual basis of accounting as set forth by GASB.

Cash

Cash held by the trust in a financial institution at June 30, 2017 was fully covered by federal depository insurance. Bank balances were $120,367 and $101,429 at June 30, 2017 and 2016, respectively.

Investments

The fair value of investments in the Trust at June 30, 2017 and 2016 is as follows:

	2017	2016
Money market funds	**$ -**	$ 26,544
Investments measured at net asset value		
Fixed-income	**10,154,329**	-
Equity	**26,398,113**	-
Mutual funds		
Fixed-income	**-**	6,729,504
Equity	**-**	23,161,536
Currency hedge	**-**	1,497,031
	$36,552,442	$31,414,615

Revenue Recognition

Contributions are recognized as additions in the period when they become due, pursuant to formal commitments or statutory or contractual requirements; supplemental contributions are recognized when received. Investment and interest income and loss are recognized on the accrual basis when earned or incurred.

Net Position

Net position at June 30, 2017 and 2016 was for funding certain post-employment benefits.

Administrative Expenses

Substantially all administrative expenses of the Trust are paid by the System.

Interest Rate Risk

The Trust manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds for exchange-traded funds.

Credit Risk

The Trust limits its exposure to credit risk in its investment policy by investing in highly diversified fixed-income funds. Collectively taken, the majority of the underlying holdings in these funds in which the Trust may invest are investment grade as rated by a NRSRO. The Trust further reduces potential credit risk by not investing directly in individual fixed-income securities. Management periodically reviews the exposure to securities that are unrated or below investment grade in its portfolio to ensure the Trust limits its credit risk.

At June 30, 2017, the ratings by Moody's for investments in debt securities are summarized as follows based on the portfolios underlying the investments:

A summary of fixed-income investments and their related interest rate and credit risks follows:

	2017		2016	
Rating	Amount	Maturity	Amount	Maturity
AAA	**-**		$ 996,412	8.8 years
AA	**-**		1,547,677	8.0 years
A	**$ 10,154,329**	**7.2 years**	1,029,878	6.4 years
BBB	**-**		645,671	7.4 years
BB	**-**		2,509,866	5.3 years
	$ 10,154,329		$ 6,729,504	

The ratings and maturities are the weighted averages of the debt securities in which the funds invest.

Concentration of Credit Risk

The Trust has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy defines that the portfolio should be well-diversified as to limit exposure to one issuer or security. As of June 30, 2017, individual investments representing more than 5% of the OPEB Trust's investments were as follows:

	Percentage of Investments	
	2017	2016
WTC-CTF Core Bond Plus	**14 %**	- %
WTC-CTF Intermediate Bond	**14**	5
Harbor High Yield	**-**	5

Custodial Credit Risk

All of the Trust's investments are held with a third-party custodian in the Trust's name.

Fair Value Measurement

Assets measured at fair value on a recurring basis are summarized below according to the level of input described in Note 3.

At June 30, 2017 all investments were measured at Net Asset Value (NAV), which is fair value estimated by management using values provided by the investment managers. Management does not anticipate that these funds will be liquidated, although relative positions are rebalanced periodically.

Assets measured at NAV are as follows at June 30, 2017:

Fixed-income:	
CTF Core Bond Plus	**$ 5,105,949**
CTF Intermediate Bond	**5,048,380**
Equity:	
CTF Enduring Assets	**3,717,480**
CTF Global Quality Growth	**3,879,413**
CTF Global Opportunities	**13,158,177**
CTF Global Perspective	**3,757,667**
CTF Opportunistic Equity	**1,885,376**
	$ 36,552,442

See Note 3 for additional disclosures.

	Fair Value Measurements at June 30, 2016			
	Total	Level 1	Level 2	Level 3
Investments				
Money market funds	$ 26,544	$ 26,544	$ -	$ -
Mutual funds				
Fixed-income	6,729,504	6,729,504	-	-
Equity	23,161,536	23,161,536	-	-
Currency hedge	1,497,031	1,497,031	-	-
	$ 31,414,615	$ 31,414,615	$ -	$ -

Rate of Return

All of the Trust's investments are held with a third-party custodian in the Trust's name. For the year ended June 30, 2017, the annual money-weighted rate of return on investments, net of investment expense, was 15.15 percent. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

MAINE COMMUNITY COLLEGE SYSTEM

Required Supplementary Information

Schedule of the System's Proportionate Share of the Net Pension Liability

State Employee and Teacher Plan - State Employee Portion

Last 4 Fiscal Years*

June 30, 2017
(UNAUDITED)

	2017	2016	2015	2014
The System's proportion of the net pension liability	**4.97 %**	6.64 %	6.62 %	6.19 %
The System's proportionate share of the net pension liability	**$66,740,128**	$68,006,887	$59,711,184	$71,196,328
The System's covered-employee payroll	**30,244,628**	32,008,027	30,256,649	30,004,534
The System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	**220.7 %**	212.5 %	197.3 %	237.3 %
Plan fiduciary net position as a percentage of the total pension liability	**76.2 %**	81.2 %	83.9 %	76.8 %

* The amounts presented for each fiscal year were determined as of the beginning of the fiscal year. Data has been provided for fiscal years in which the data is available.

See accompanying independent auditor's report.

MAINE COMMUNITY COLLEGE SYSTEM

Required Supplementary Information

Schedule of the System's Pension Contributions

State Employee and Teachers Plan

Last 10 Fiscal Years

June 30, 2017
(UNAUDITED)

	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Contractually-required contribution	$ 9,124,095	$ 9,557,531	$ 10,402,890	$ 9,864,286	$ 7,855,291	$ 7,733,031	$ 8,708,391	$ 8,513,832	$ 8,611,181	$ 7,913,235
Contributions in relation to the contractually-required contribution	(9,124,095)	(9,557,531)	(10,402,890)	(9,864,286)	(7,855,291)	(7,733,031)	(8,708,391)	(8,513,832)	(8,611,181)	(7,913,235)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
The System's covered-employee payroll	$30,244,628	$32,008,027	$ 30,256,649	$30,004,534	$29,008,175	$28,961,592	$29,860,451	$30,195,438	$29,171,824	$27,541,376
Contributions as a percentage of covered-employee payroll	30.17 %	29.86 %	34.38 %	32.88 %	27.08 %	26.70 %	29.16 %	28.20 %	29.52 %	28.73 %

See accompanying independent auditor's report.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Required Supplementary Information

Schedule of Employer's Contributions
Post-Employment Health Insurance Plan

June 30, 2017
(UNAUDITED)

Dollars in thousands

Year Ended	Annual Required Contribution	Annual Contribution	Percentage Contributed
2017	$ 1,951	$ 2,090	107 %
2016	1,814	2,187	121
2015	1,882	2,055	109
2014	1,908	2,894	152
2013	1,663	3,063	184
2012	3,787	4,272	113

* See notes to required supplementary information.

See accompanying independent auditor's report.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Required Supplementary Information

Schedule of Changes in the Net OPEB Liability and Related Ratios
Post-Employment Health Insurance Plan

Last Fiscal Year*

June 30, 2017
(UNAUDITED)

	2017
Total OPEB liability	
Service cost	$ 1,538,577
Interest	3,208,147
Differences between expected and actual experience	(3,617,568)
Changes of assumptions	5,915,472
Benefit payments	(1,647,873)
Net change in total OPEB liability	5,396,755
Total OPEB liability, beginning of year	43,584,347
Total OPEB liability, end of year	$48,981,102
Plan fiduciary net position	
Contributions - System	$ 2,090,345
Net investment income	4,769,293
Benefit payments	(1,647,873)
Administrative expense	(55,000)
Net change in plan fiduciary net position	5,156,765
Plan fiduciary net position, beginning of year	31,516,044
Plan fiduciary net position, end of year	$36,672,809
Net OPEB liability - end of year	$12,308,293
Plan fiduciary net position as a percentage of the total OPEB liability	74.9 %
Covered-employee payroll	$46,240,000
Net OPEB liability as a percentage of covered-employee payroll	26.6 %

* Schedule is intended to show 10 years. Data has been provided for fiscal years in which the data is available.

See accompanying independent auditor's report.

MAINE COMMUNITY COLLEGE SYSTEM
(A Component Unit of the State of Maine)

Required Supplementary Information

Schedule of Contributions
Post-Employment Health Insurance Plan

June 30, 2017
(UNAUDITED)

	2017	2016	2015
Actuarially determined contribution	**$ 2,289,969**	$ 1,814,116	$ 1,882,102
Contributions in relation to the actuarially determined contribution	**2,090,345**	2,187,091	2,055,275
Contribution deficiency (excess)	**$ 199,624**	$ (372,975)	$ (173,173)
Covered-employee payroll	**$46,240,000**	$46,887,000	$45,522,000
Contributions as a percentage of covered employee payroll	**4.5%**	4.6%	4.5%

See accompanying independent auditor's report.

MAINE COMMUNITY COLLEGE SYSTEM

Required Supplementary Information

Schedule of Investment Returns
Post-Employment Health Insurance Plan

June 30, 2017
(UNAUDITED)

	2017
Annual money-weighted rate of return, net of investment expense	**15.15 %**

Schedule is intended to show 10 years. Data has been provided for fiscal years in which the data is available.

See accompanying independent auditor's report.

Factors that significantly affect the identification of trends in the amounts reported in the schedules are:

Schedule of System's Proportionate Share of the Net Pension Liability and Schedule of the System's Pension Contributions

The discount rate increased to 7.50%, up from 7.125% in both 2016 and 2015.

Schedules of Funding Progress and Employer's Contributions Post-Employment Health Insurance Plan

The Plan was established in 2009.

In 2017, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RPH-2014 Total Dataset Mortality Table Fully Generational using Scale MP-2014 to RPH-2015 Total Dataset Mortality Table Fully Generational using Scale MP-2015.

In 2015, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RP-2000 Combined Mortality Table Fully Generational using Scale AA to RPH-2014 Total Dataset Mortality Table Fully Generational using Scale MP-2014. There were no changes in 2016.

MAINE COMMUNITY COLLEGE SYSTEM

Schedule of Activities

Year Ended June 30, 2017

(Dollars in Thousands)

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Investment Income	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net Revenue (Expense) and Changes in Net Assets: Primary Government: Governmental Activities	Primary Government: Business-Type Activities	Primary Government: Total	Component Units
Primary government									
Business-type activities									
Education	$ 131,496	$ 19,202	$ -	$ 50,666	$ 5,296	$ -	$ (56,332)	$ (56,332)	$ -
Total primary government	$ 131,496	$ 19,202	$ -	$ 50,666	$ 5,296	-	(56,332)	(56,332)	-
Component units	$ 5,260	$ -	$ 1,112	$ 7,409	$ -	-	-	-	3,261
General revenues									
Unrestricted interest and investment earnings						-	4,654	4,654	-
Non-program specific grants, contributions, and appropriations						-	62,571	62,571	-
Miscellaneous income						-	1,364	1,364	-
Total general revenues and extraordinary items						-	68,589	68,589	-
Change in net position						-	12,257	12,257	3,261
Net position, beginning of year						-	167,396	167,396	18,224
Net position, end of year						$ -	$ 179,653	$ 179,653	$ 21,485

See accompanying independent auditor's report.

Auditor's Management Letter



BerryDunn

MEMORANDUM

To: Members of Management
Maine Community College System

From: BerryDunn

Date: October 16, 2017

Re: Other matters related to our audit

In connection with our audit of the financial statements of the Maine Community College System (the System) as of and for the year ended June 30, 2017, we noted certain matters for your consideration. Our observations were formed as a by-product of our audit procedures, which did not include a comprehensive review for the purpose of submitting detailed recommendations. They are offered in hope they will lead to a creative exchange of ideas that will result in meaningful actions to enhance the System's operations.

ADVISORY COMMENT

Review of Payroll Reports

During our testing of the census report provided to the actuary for the other postretirement employment benefit plan valuation, we noted that information for 27 out of 881 active employees was missing from the census listing. This resulted in the necessity of a new actuarial valuation report and a late adjustment to the activity recorded in the 2017 financial statements. We understand the error resulted because a "work around" that is necessary to incorporate a small, discrete segment of the population into the ADP reports was not communicated to a new employee. Although not likely this could result in a material variance, it is important that such information sent to a third-party be reviewed by someone other than the preparer to ensure the information is complete and accurate. We recommend the process be revised to include a review prior to submission of the report.

EMERGING ISSUES

Recent Accounting Pronouncements

Fiduciary Activities

In January 2017, GASB Statement No. 84, *Fiduciary* Activities (GASB No. 84) was issued to provide guidance on identifying fiduciary activities for accounting and financial reporting purposes and how those should be reported. The focus will be on who controls the assets and who the beneficiaries are in the relationship. The statement describes 4 fiduciary funds that should be reported, if applicable:

- Pension trust fund,
- Investment trust fund,
- Private purpose trust funds, and
- Custodial funds (if held for more than 3 months).

The requirements of GASB 84 are effective for financial statement periods beginning after June 15, 2018.

Omnibus 2017

In March 2017, GASB Statement No. 85, *Omnibus 2017* (GASB No. 85) was issued to address issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and OPEB). Specific to MCCS, under GASB No. 85:

- Payroll measures included in the financial statements required supplementary information should be covered payroll (payroll on which contributions are based) otherwise, total payroll for employees covered by the plan should be included.

- Employer contributions made to cover amounts which the Plan document specifies should be the responsibility to contribute, these should be reported as employee contributions.

The requirements of GASB No. 85 are effective for financial statement periods beginning after June 15, 2017.

Leases

In June 2017, GASB Statement No. 87, Leases (GASB No. 87) was issued to improve accounting and financial reporting for leases by governments. GASB No. 87 requires recognition of certain lease assets and liabilities that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under GASB No. 87, a lessee is required to recognize a lease liability and an intangible right-to-use asset. The requirements of GASB No. 87 are effective for financial statement periods beginning after December 15, 2019.

BerryDunn's 2017 Top Ten Information Technology (IT) Security Risks

Our 2017 list of IT security risks stems from observations and conversations with our clients and networks in business and government environments, making this list relevant to entities and individuals responsible for IT security.

1. ***The Internet of Things (IoT)*** - Much of the equipment we use for business, healthcare, and manufacturing is remotely monitored and managed through IT systems via the internet. Consequently, more risk is present in our lives, and the conveniences we rely on have the potential to fail or introduce vulnerabilities not found in closed systems. This can result in data breaches, loss of use or control, potential financial impacts through ransomware attacks (#10 on this list), and associated loss of business and production time and, for many, serious reputational damage.

   To protect your business systems, separate and secure wireless networks strictly dedicated to IoT devices. Monitor these networks with Intrusion Detection Systems (IDS) and tools that detect malicious activity or software. Keep IoT devices current with patches and updates to keep them secure as manufacturers discover and address new vulnerabilities. If your organization uses a third party (managed IT services, manufacturer support, etc.) to support networks and IoT devices, require all third-party personnel to use separate usernames and passwords unique to your organization. This will help "lock down" your networks and devices. Enable those accounts only when needed for access.

2. ***The Network is Secured at the Perimeter*** - Those of us who work in a classic IT environment need to reject the notion that the network is secure at the point of connection to outside sources (i.e., the internet). Today, an industry standard firewall at the perimeter of your network is not sufficient by itself to protect networks and connected devices. It is just the beginning. Let's not understate the importance of your network firewalls and perimeter security - they are critical. However, you need additional protective measures, as today's environments provide more opportunities for hackers to gain access to systems.

   Network risk increases as more employees work remotely. Using secure connections with dual authentication methods is crucial to protecting your networks. Require remote employees to use the same security measures as on-site employees. If remote employees use personal devices to connect to business networks, secure, update and scan the devices (to verify security protocols such as anti-virus software are in place) before permitting connection to business systems.

   Security Information and Event Management (SIEM) software, which allows those monitoring your networks to identify and monitor suspicious traffic, changes to configurations, and patching/antivirus statuses, has shown incredible growth and reliability over the past few years. SIEMs can provide monitoring and alerting services for your entire network and devices. As more organizations use SIEMs, understanding the entirety of your network becomes critical since you must configure them to communicate with devices to work most effectively.

3. ***The World of Fakes*** - In a world of constant information, where a simple Google search yields thousands of results, the risk of stumbling upon false, misleading, and deceitful information is increasing. How is false information an IT security risk? Consider what happens when your employees encounter, and take action on any of the following:

   - Fake ransomware or virus warnings. These fake pop-up advertisements state the user's computer is infected with a virus or ransomware - and the only solution is to pay money to a company to fix the problem, or to download a patch. Oftentimes, the patch will contain malware, such as a keylogger program or actual ransomware.

   - Fake IT support attacks. During this type of attack, someone contacts employees via social media or the phone, pretending to be from the company's IT support desk, asking for settings and login credentials. Symantec estimates that, in 2015, over 100 million such attacks were detected.

4. ***Smartphone Hacking*** - A Pew study estimated 72% of Americans owned a smartphone. Because smartphones contain valuable data, hackers target them with multiple techniques, including:

   - Finding and/or stealing smartphones. The easiest way for a hacker to gain access to smartphone information is to either find or steal one. Because many Americans don't take basic precautions - various studies estimate between 30% and 34% of smartphone owners do not use passcodes to lock their devices - this information is often easy to access.

   - Text phishing scams. Hackers send out texts promoting fake contests or fake offers, hoping people will respond and share personal information. In one notable instance, a hacker disguised a text message to look like a notification from a particular bank. The text asked customers to verify account information via a link to a website identical to the bank. Thankfully, more and more people today refrain from replying to texts from unknown numbers.

5. ***Mergers and Acquisitions*** - A common approach to strategic business growth is the acquisition of, or merger with, a similar organization or competitor. This occurs frequently in the healthcare industry.

   Mergers present many IT security challenges:

   - Lack of role clarity
   - Management/staff changes
   - Integration of two distinct IT systems, (including employee benefits, policies, and compliance requirements)

   All pose significant risk for IT security and infrastructure functionality. Take, for example, the merger-related IT failures that affected certain airlines over the past several years. Multiple technical failures that grounded entire fleets can be sourced back to failed IT systems. Failed systems pose an even larger risk for data breaches and attacks.

   To successfully merge two IT systems it is critical to develop comprehensive and detailed understanding of the acquired organization's networks, hardware, and data through system and data inventories. Understanding and analyzing different data types through inventories and classification projects (e.g., electronic health records, Social Security numbers, and credit card numbers) are vital to meet requirements for data protection - and to comply with regulations.

6. ***The Revolution of Government Hacking*** - Although a tricky subject, it's an important area to understand in context of cybersecurity. Talk of a new "cyber Cold War" is hyperbolic and late to the party.

   Zero-day vulnerabilities are holes in software yet unknown to software providers and allow access to software, data, and systems. Government hackers discover zero-day vulnerabilities within common systems and applications, then continuously exploit a specific target until the vulnerability is discovered by the software vendor or hardware manufacturer, and fixed.

   Simple precautions to reduce the risk of leaks within your organization include:

   - Full criminal background checks for all employees and contractors who may have access to confidential and private information. Employment verification and reference checking help you understand the new hires who will have access to sensitive information.

   - Controlled access only provides access to applications and documents the employee/contractor needs. Consider providing read-only access permissions to prevent a user from altering or moving files.

   - Inventory scans scan your systems to identify where data is and what level of classification it may be. Secure folders and servers with strictly confidential information at a much higher level than general information folders.

   - Prevent users from saving locally. Maintaining files on servers and accessing through secure remote connections allows the governmental agency or business to protect data and to ensure the integrity of it. Prevent highly sensitive documents from being printed.

   Disclosure of these vulnerabilities can be impactful to businesses as hackers discover these vulnerabilities they are able to develop new ways to infiltrate systems and networks.

7. ***Cyber Insurance: Often Misunderstood*** - There are three ways to manage risk. Mitigate it through internal controls, accept it, or transfer it. The most common approach to transferring risk is to buy insurance. Many organizations take out expensive cyber insurance policies to protect the company and employees from fiscal loss in the event of a breach.

   Just because a business has purchased an insurance policy does not mean the business should lessen IT security. Similar to other types of insurance contracts, cyber insurance contracts outline very specific requirements in order for coverage to remain in force. In many cases, the insured party must practice due care in their information security practices. This begs the question: What exactly is due care? And when does an insurance company determine if the insured did not practice due care?

   The answers vary. Some cyber insurance requires installation of antivirus software on all user computers. If a business with this insurance suffers a breach - and the insurance company discovers just one corporate laptop without the antivirus software - the insurance company may decline the claim. While this is an extreme example of claim denial, a company that buys cyber insurance needs to understand its responsibilities.

   The best approach to cyber insurance is to make sure you adopt and adhere to an IT security framework. Businesses falling under requirements of the Payment Card Industry Date Security Standard (PCI DSS), the Health Insurance Portability and Accountability Act (HIPAA), or other security regulations, should make sure they are in compliance and run continuous security operations to maintain good standing. Consider cyber insurance as a reactive tool in the event of a breach - not as a proactive method for protecting your business. No amount of insurance can protect your reputation and brand name.

8. ***Advanced Phishing Scams*** - Related to risk #3, The World of Fakes, is using advanced phishing scams to get information. Hackers use these phishing scams because, frankly, they work.

   The tactic of "whaling" is emerging more frequently. It is the practice of attacking executive-level employees with access to more information, and the authority to access corporate bank accounts. Hackers know executives are busy and may use emails or texts to approve transactions and perform other financial tasks online. After conducting some research, hackers send a seemingly normal email to their target, in hopes of getting a bite.

   Executives should be on the alert for these red flags in an email:

   - Spelling errors and shallow banter ("How are you tday?")
   - Text indicating the email was sent from a mobile device, not a corporate email address ("Sent from my iPhone")
   - Incorrect domain addresses (Joe@gmail.com versus "Joe@mycompany.com")
   - Requests for information the sender should already know

IT administrators should:

- Never provide non-IT employees with administrative permissions on workstations; this will prevent them from installing any unapproved software.
- Provide extensive security awareness training, so employees can easily identify suspicious emails.
- Educate staff that verifying an email is easy - just call the sender to verify its authenticity.
- Train them to never give account and password information via email; most legitimate websites allow users to manually reset their passwords in a secure fashion.

9. ***Lack of IT Security Risk Assessment*** - In 2016, the U.S. Office for Civil Rights (OCR) began conducting desk audits of covered entities of the HIPAA Privacy, Security, and Breach Notification Rules. The results were startling: 75% of the audited entities did not conduct internal security risk assessments (SRAs). The OCR announced they would again audit the entities that did not conduct SRAs in 2016. The message is clear: fix the issue.

   An IT security risk assessment is the core of a company's IT security program, as it is very difficult to protect your company from risks if you don't know what the risks are. Separate from the company's overall risk assessment, an IT security risk assessment should identify and address specific weaknesses within, or threats to, IT systems - including vulnerabilities and potential gaps.

   Conduct IT security risk assessments at least annually. There are many organizations that offer excellent guidance on IT security risk assessments, including ISACA, which utilizes the COBIT 5 "good practice" framework. If an event occurs, your organization should adopt a specific risk assessment framework to standardize your IT security.

10. ***Advanced Ransomware*** - This type of software locks users out of their system until the users pay a fee. There are several ways they can infect a system:

    - Some ransomware will lock a company out of their website - a disaster for small businesses, online retailers and other internet-based companies.
    - Other ransomware infects a company's entire website or network and collects customer and other data to send back to the hacker.
    - Some ransomware takes the form of worms, which can infect an entire network. The user downloads something sent from a hacker via a phishing scam and unknowingly activates the malware.

    Attacks often aim to humiliate the victim or business - pay the money, or be prepared for the negative publicity and resulting reputational damage. When this happens, consumers may lose confidence in the business, which affects revenue and brand value. We predict that - in the near future - ransomware attacks will focus on everyday systems like ATMs and self-serve kiosks. These hacking events will trigger massive media coverage, and have the potential to devastate corporate reputations.

We recommend a layered approach to protect against ransomware. Standard defenses include:

- Backups. If your organization suffers a ransomware attack, you can rebuild your systems from your data backups, and start over with minimal data loss. Test data backups regularly to make sure that in the event of an attack, the systems will be cleanly restored without any issues.

- Patches. Install the most recent patches to all applications, operating systems, and firmware.

- Antivirus software. Protect all servers and workstations with reputable antivirus software. Avoid freeware, as it is often coded using open source code, which may have known vulnerabilities the hacker can attack. If you have a virtual server for your system, make sure you install antivirus software on each tenant, not just on the host.

- Incident response plan. Having an incident response plan and written policy will reduce confusion during what can be a chaotic and stressful time, and will allow your company to practice procedures, reducing resolution time.

Understanding and assessing risk is vital to your IT security. We ask clients who do not have a risk program in place "How do you know your controls are effective if you don't know what your risks are?" Consider these risks and ask what you are doing to address them. We predict these risks will be around for many years. By creating a corporate culture that mitigates risks and educates employees, you can make your IT security better now, and in the future.

****

This memo is intended solely for the information and use of management of the Maine Community College System and is not intended to be, and should not be, used by anyone other than this specified party.

Maine Community College System

OFFICE OF THE PRESIDENT
323 State Street, Augusta, ME 04330-7131
(207) 629-4000 | Fax (207) 629-4048 | mccs.me.edu

David J. Daigler
Vice President & Chief Financial Officer

October 31, 2017

Sharon Graham
Maine Health & Higher Educational Facilities Authority
127 Community Drive
PO Box 2268
Augusta, Maine 04330

RE: Debt Service Coverage Calculation for the year ended June 30, 2017

Dear Ms. Graham:

In accordance with the Loan Agreement issued by the Maine Health & Higher Educational Facilities Authority on behalf of the Maine Community College System (MCCS), I hereby certify that, to the best of my knowledge and belief, MCCS has not violated any loan covenants as specified in the Loan Agreement from the date of the bond inception to June 30, 2017.

Attached is the computation which shows that MCCS met the Debt Service Coverage Covenant of the Loan Agreement for the year ended June 30, 2017.

Sincerely,

David J. Daigler
Chief Financial Officer

Maine Community College System
OFFICE OF THE PRESIDENT
323 State Street, Augusta, ME 04330-7131
(207) 629-4000 | Fax (207) 629-4048 | mccs.me.edu

COMPUTATION OF RATE COVENANT

In Accordance with the Loan Agreement Revenue Bond Issue Series 2016A *(Refunding 2006F)*:

Rate Covenant for the period ended June 30, 2017:

Income Available for Debt Service:	
Income before other revenues, expenses, gains and losses	$ 7,262,842
Depreciation and amortization expense	11,415,250
Interest expense (on capital-asset related debt)	762,415
Annual Debt Service Resources:	$ 19,440,507

Annual Debt Service:	
Maximum MHHEFA 2016A principal & interest (7/1/2034)	$ 1,495,725
Debt Service Coverage Ratio (must be at least 1.2)	13.00

List of Supporting Documents in Workroom

Self-Study Workroom Documents by Standard

Standard One: Mission and Purposes

Charter of Governance

Horizons Council Membership

Mission and Vision Statement

Mission Statement Approval by MCCS

Standard Two: Planning and Evaluation

2018 Five-Year Capital Plan

Assess Conference PPT Presentation

Assessment Conference Process

Factbook Fall 2017

Facilities Master Plan 2015 Final

Graduate Survey 2016

Graduate Survey 2017

Horizons Council Membership

Horizons Minutes Sept 2015 to Dec 2017

MCCS-Strategic Plan 2015-20

Plans of individual departments and units

Specialized accreditation AUT 2

Specialized accreditation AUT 1

Specialized accreditation AUT 3

Specialized accreditation NUR 1

Specialized accreditation NUR 2

Specialized accreditation NUR 3

Specialized accreditation NUR Self Study

Strategic Plan 2008-13 with status

Strategic Plan 2012-18 with status

Strategic Plan Final April 28 2017

Student course evaluation form

Assessment Conference Reports

Standard Three: Organization and Governance

Academic Affairs Organizational Chart

Board of Trustees Minutes & Agendas

Board of Trustees Bylaws2014

CMCC Charter of Governance

College Wide Organizational Chart

Constitution and Bylaws for Faculty Senate (003)

Department Chair Handbook

Faculty Handbook Fall 2017 (full document)

Faculty Senate Minutes

Finance and General Services Organizational Chart

Information Technology Services Organizational Chart

MCCS Policy401 PERSONNEL AND EMPLOYEE RELATIONS

Planning and Public Affairs Organizational Chart

Program Advisory Committees Membership Lists

Student Services Organizational Chart

Program Advisory Committee Minutes

Faculty Senate Minutes

Standard Four: The Academic Program

Contract from contractual relationships

Credential Review Crosswalk

CMCC Catalog 2017-2018

Definition of an educated person

General Education Core Curriculum

Graduate Survey 2016

Graduate Survey 2017

Graduation degree audit procedure

Internship Evaluation

List of new & eliminated programs since last review.xls

Major program revisions

MCCS Best Practices /Expectations for Online Learning

MCCS Portfolio Review Handbook & Rubric

New program proposal form CMCC

New program proposal policy MCCS 303.1

Nursing Curriculum Map Spring 2017

Prior Learning Assessment Policy Handbook

Policies on awarding of credit for prior experience

Policies regarding academic integrity - code of conduct

Policies regarding academic integrity - grade appeal and academic misconduct

Policy on credit hour rule

Policy on evaluation of transfer credit

Policy on satisfactory academic progress

Schedule of program reviews

Specialized accreditations

Syllabus Template.doc

Leadership Council minutes

Syllabi

Standard Five: Students and Co-Curricular Experiences

Admissions Acceptance Letter

Admissions Application

Admissions Lead Card

Admissions policy statements

Bridging the Opportunity Gap for New Mainers Progress Report Sept 2017

Dining Commons Survey

Fall 2016 Orientation Survey Results

Fall 2017 Orientation Survey Results

Financial aid procedure

Orientation Agenda

Policy on academic sanctions

Policy on student records

Policy on Verification of Student Identity

Residence Hall Application Form April 2013

See CCSSE & Noel Levitz (Standard 8) for studies of student satisfaction of campus resources.txt

Student Handbook 2016-2017

Student Senate Minutes

Standard Six: Teaching, Learning, and Scholarship

Academic Freedom Section of Faculty CBA

Documentations of center, programs to support teaching.JPG

Faculty CV's

Faculty employment contract.doc

Honors Program Final Report Dec 2017

List of faculty development funds

Policies regarding academic integrity - grade appeal and academic misconduct

Policy on faculty workload and assignment

Teaching support workshops

Opening Session Agendas

Standard Seven: Institutional Resources

2015cmccsafetychecklist

Available classroom Technology (Updated 11-17)

Capital-Technology Budget Plan 2018

CMCC - Disaster Recovery Plan 2017

CMCC Foundation By-Laws

CMCC Foundation Gift Acceptance Policy

CMCC Foundation Investment Policy

CMCC MOP Minerva Agreement

CMCC Policy 405 Reimbursement for College Courses-Staff

Comprehensive Network Security Policy

Email and CM*Connect* account form 2016

Emergency Response and Evacuation Procedures 9.21-2016

Facilities Master Plan 2015 Final

HSLIC_Membership_Renewal_Form-2017__1_

Investment Policy (MCCS)

IT budget request and funding

Library Annual Stats 16-17

Library Guides for Faculty & Students.txt

Library Schedules for NEASC

Library Subscription FY18-Cat-ILL-C7T

MCCS Financial Policy and Procedures Manual.doc

MCCS Management Letter FY2017 (Advisory Only)

MCCS Policy 203.1 Notice of risk to personal data

MCCS Policy 203.2 Information Practices

MCCS Policy on Budgeting

MCCS Policy on College Affiliations with Foundations

MCCS Policy on Contracts

MCCS Policy_203 Computer and Network Use

Policy on risk management (MCCS)

RAW Data Usage Stats CM*Connect*

Usage Stats CM*Connect*

Workstudy Confidentiality Agreement

Worldcat Subscription Agreement Email Chain

Instructional Resources & Technology Committee Minutes

Safety Committee Minutes

Standard Eight: Educational Effectiveness

Assessment plans - NUR

CCSSE Key Findings 2011

CCSSE Key Findings 2013

CCSSE Key Findings 2016

Employer Satisfaction Survey 2017

Graduate Survey 2016

Graduate Survey 2017

Internship evaluations by supervisors

Licensure pass rates for Nursing

Noel Levitz Strategic Overview 2010

Noel Levitz Strategic Overview 2012

Noel Levitz Strategic Overview 2014

Noel Levitz Strategic Overview 2017

Program Review Examples

Standard Nine: Integrity, Transparency, and Public Disclosure

Academic Freedom Section of Faculty CBA

Admissions Steps to Enroll Brochure

Admissions View Piece

CMCC Solicitation of Gifts Policy

CRJ Recruitment Brochure

Editorial policy for publications

Employee Grievances

Faculty Grievances

Fall 2017 Open House Poster

Freedom of Access Act Compliance

Integrity, Transparency, Public Disclosures Academic Honesty

Non-discrimination and affirmative action

Notice of availability of institutional information

Open House Registration Form

Policy of public access to institutional information

Privacy Rights

Recruitment Publications - FA 17 Open House PC

Rights and Responsibilities of Students Living in university-campus Residence Hall Agreement

Rights and Responsibilities of Students Living in university-campus-Dorm Computer and Internet Access Policy

Student grievances

Recruitment Publications Program Sheets



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