

Eastern
Maine
Community
College

A Proud Past
An Emerging Future



Strategic
Plan
2011-2016

Table of Contents

Strategic Plan Development Process.....	3-4
Strategic Themes for Growth.....	5
Strategic Initiatives	
Dual Enrollment.....	6-7
Retention.....	8
New Program Development.....	9-13
Online and Distance Education.....	14-17
External Relationships.....	18-21
Expand Capacity in Existing Programs.....	22
Tactics that Support all Initiatives.....	23-27
Next Steps.....	28
Appendices	
A. Strategic Plan Faculty forum.....	29
B. Strategic Plan Staff Forum.....	30
C. Team Composition.....	31
D. Themes and Content Areas.....	32
E. Strategic Themes Plan for Growth Team Composition.....	33

Strategic Plan Development Process

On January 13, 2011, President Larry Barrett Presented the EMCC community with a call to action: Develop a 5 year strategic plan with the goal of growing the college enrollment to 5,000 students (annual unduplicated headcount) by 2016. President Barrett's call to action consisted of four separate activities on the 13th. First, he held a forum for all employees and gave a presentation on his vision for the future of the college which included honoring the success and tradition of the past as well as a rationale for the urgency to grow enrollment to be able to compete for limited resources within the Maine Community College System.

Second, President Barrett introduced Dan Crocker – Dean of Enrollment Management, as the Chair of the Strategic Plan development process. Dan presented the process of developing the strategic plan that modelled the accreditation self-study process that faculty and staff are familiar with from our recent accreditation visit. Staff, faculty and community members were invited to join one of seven teams:

- Student Access and Success
- Academic Quality and Continuous Improvement
- Community partnerships
- Resource Development
- Facilities
- Sustainability
- Institutional Effectiveness

Each team was chaired by a faculty or staff member who was:

- Responsible for facilitating all team meetings (may delegate)
- Responsible for meeting minutes (may delegate)
- Communicated with Steering Team, subcommittee members
- Called meetings
- Adhered to Strategic Plan Timeline
- Assigned tasks to team members
- Responsible for the final product of the team
 - meeting minutes, copies of relevant research, outline, rough draft, final draft
- Served as a member of the Strategic Plan Steering Team

The seven team chairs, along with Dan, formed the Strategic Plan Steering Team which:

- Oversaw the planning process to insure transparency, inclusiveness and integrity
- Reviewed committee reports, outlines and rough drafts
- Compiled and edit the final report
- Presented final document to campus community

Dan also reviewed the timeline which indicated that the seven teams will each produce a rough draft of their work by the end of the spring semester with the goal of presenting the final Strategic Plan Report to the campus community at the first campus forum in September 2011.

Next, President Barrett and Dan hosted a Faculty Forum in which participants were encouraged to ask questions, provide feedback and discuss both the vision presented and the strategic plan development process. (See Appendix A)

Finally, President Barrett and Dan hosted a Staff Forum in which participants were encouraged to ask questions, provide feedback and discuss both the vision presented and the strategic plan development process. (See Appendix B)

On January 14th, 2011, Dan sent an email to all faculty and staff inviting them to indicate their desire to join a team by completing an online survey. The survey asked individuals to indicate the team they would prefer to serve on, as well as provide a second and third choice of team. The survey also asked individuals to indicate if they wished to serve as a team chair. After the survey results were compiled, 48 volunteers were identified, with seven volunteering to serve as a team chair. (See Appendix C)

On January 31, 2011, the Steering Team Kickoff Meeting was held. President Barrett also attended to thank team for volunteering to chair the teams and to guide the process. During this meeting, the team developed the focus areas for each team to research and review (see Strategic Themes for Growth, page 5). The team also developed the guiding principles for the process which included the following assumptions:

Strategic Plan Guiding Principles

Growth as an expectation is inevitable
Growth is necessary

To achieve growth, we will NOT:

- sacrifice quality
- spend our limited resources to “build it and hope they will come”
- add programs unless there is a clear market demand
- add positions unless we can prove the new position will add value

To achieve growth we WILL:

- Improve our efficiency by streamlining processes and maximizing technology
- Expand in areas that we are already proficient and/or have excess capacity
- Maximize existing resources before we add new resources to the institution

Over the next six weeks, the teams held meetings, conducted research of Best Practices at other colleges and universities, discussed strengths and weakness of the college, and debated aspects of growth and the threats and opportunity various aspects of growth would present. On 3/16/2011, the Steering Team compared all the ideas for growth that each of the seven teams had generated, and used an Affinity Diagram process to develop the common themes for growth. (See Appendix D)

On March 31, 2011, each team submitted an outline of their teams work to date. Dan compiled the outlines into a single document. As the Steering Team discussed the next steps, Liz Russell suggested reformulating the teams to assign a cross functional team to each of the new themes for growth. The Steering Team members agreed, and on 4/14/2011, Dan sent new team assignments to each member of the process (See Appendix E). The new teams then spent the next several weeks identifying the strategic for growth, implantation steps, timelines, costs, resources needed, and measures of effectiveness. On May 13, 2001, each team submitted the final draft of the work product.

Strategic Themes for Growth

STRATEGY	TACTICS									
Dual Enrollment	Expand dual enrollment course offerings	Recruit dual enrollment students into full time programs								
Retention	Retain more students from 1st to 2nd semester	Retain more students from 1st to 2nd year								
Develop new programs	Develop new programs	Develop new programs that use existing courses (i.e. pre-engineering)	Expand ESL program - include peer tutoring program							
Online and Distance Education	offer more courses on line	offer programs online	expand courses and programs available at the outreach centers							
External Relationships	Build partnerships and sponsorships	ME- ANG relationship and recruitment	Expand transfer opportunities	Improve Alumni Relations	B&I Off campus training	Summer camps				
Expand capacity in existing programs	offer courses during break weeks	Expand summer offerings	Day expansion using available rooms	Night and weekend programs	More CED offerings (professional development and licensing)	Improved outreach centers, i.e. increase capacity	Developmental Education	Recruit first time college students	Increase efficiencies	Liberal studies

Initiative 1 - Dual Enrollment

The Dual Enrollment Committee identified several types of Dual Enrollment:

Concurrent Enrollment - program that offers college courses to high school students:

- In the high school,
- During the regular school day,
- Taught by high school teachers.

Though tuition is typically not charged for concurrent enrollment courses, fees may be assessed to either the students or the school district.

Aspirations – program where Maine high school students (excludes home schooled students) enroll in college courses offered at a College campus. 50% of tuition is funded by the Department of Education; 50% of tuition waived by the College. The student is responsible for books and fees.

On Course for College – program where Maine high school students and home schooled students enroll in college courses offered at a College campus. 50% of tuition is funded by the Center for Career Development; 50% of tuition waived by the College. The student is responsible for books and fees.

Recommendations and Implementation Steps:

1. Develop and implement a concurrent enrollment program for general education course offerings that follows National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

- a. Hire staff member who will be responsible for developing the CE program and ensuring appropriate documentation of NACEP standards;
- b. Identify interested faculty members who will serve on CE committee and serve as mentors to high school teachers;
- c. Determine an inventory of courses to be offered at the high schools;
- d. Establish annual enrollment goals;
- e. Determine costs to students and/or school districts (senior management);
- f. Identify high schools/qualified teachers within our service area interested in offering CE courses;
- g. Explore and promote collaborative efforts between high schools to offer CE courses via video conferencing;
- h. Develop annual professional development program for high school teachers and mentors that focuses on content delivery, course objectives, and assessment;
- i. Establish placement assessment process to ensure that students are eligible for enrollment in CE courses;
- j. Determine marketing plan (benefits to students taking CE courses) for ensuring maximum enrollments;
- k. Create an academic support plan for each CE course delivered;
- l. Develop survey tools to measure effectiveness of program.

2. Increase concurrent enrollment in CTE (Career and Technical Education) concurrent enrollment courses by seeking new partnerships and ensure that program adheres to National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

- a. Establish process for documenting NACEP standards;
- b. Ensure adherence to Perkins Grant articulation agreement requirements;
- c. Identify interested faculty members who will serve on CE committee and serve as mentors to CTE Center teachers;
- d. Determine an inventory of courses to be offered at the CTE Centers;
- e. Establish annual enrollment goals;
- f. Re-examine costs to students and/or school districts (senior management);
- g. Identify CTE Centers/qualified teachers within the State interested in offering CE courses;
- h. Develop annual professional development program for CTE Center teachers and mentors that focuses on content delivery, course objectives, and assessment;
- i. Create an academic support plan for each CE course delivered.
- j. Develop survey tools to measure effectiveness of program.

3. Increase enrollment in *On Course for College* and *Aspirations* programs by using Admissions Staff and Off-Campus Center Directors to market the program to high school guidance officers/homeschoolers and to serve as mentors to high school students enrolled in college courses.

- a. Identify program funds available and establish annual enrollment goals;
- b. Identify target schools and home school groups and appoint an Admissions Counselor/Off-Campus Director to serve as the program coordinator for that entity;
- c. Create marketing materials and strategies to ensure maximum enrollment in program;
- d. Establish mentoring program to ensure that students have the support necessary to be successful in coursework;
- e. Determine data required to assess effectiveness of program.

Initiative 2 – Retention

The Retention committee believes that retention is critical to achieve the goal of raising the headcount to 5000 students by 2016. By retaining students who are enrolled at EMCC the following will be achieved:

- More students will graduate from programs of study, thus increasing student success at EMCC
- More students will be enrolled in the second year of programs
- We will decrease marketing and enrollment dollars spent to recruit new students to EMCC
- Students who incur debt will have something to show for their expenditures

Recommendations and Implementation Steps:

1. Collect Retention data and set benchmarks- Summer/Fall, 2011
2. Identify ATD initiatives that will focus on student success and retention- Summer/Fall 2011
3. Investigate the exit strategy currently employed and suggest improvements- Fall 2011
4. Analyze Student satisfaction data and use to make changes. – Academic Year 2011-2012
5. Conduct additional informal surveys with students to discover barriers to staying in school- Academic Year, 2011-2012
6. Conduct informal surveys with faculty to learn about what is currently being done to assist students and provide support for staying in school- Academic Year 2011-2012
7. Review syllabi for all full time and adjunct faculty to determine office hours and availability to meet with students.
8. Review Accuplacer testing and procedures/ use of calculators, choices for topics, cut off scores
9. Review teaching strategies for developmental classes to determine if they fit with learning needs of students.
10. Review Jenzabar Retention Management System (RMS) to determine how this tool may assist faculty and staff with implementing retention strategies.
11. Consider the perceived barriers and collect data to see what effect if any they have on student retention: financial aid, work study, developmental classes, general education requirements, contact with full time faculty and others as identified by faculty and student surveys.- Begin in Fall 2011, ongoing

Resources Required:

- Add Assistant Academic Dean position to focus on student success and retention
- Continue to employ Retention Advisor
- Consider adding more retention advisors to provide intensive advising to at risk students
- Provide adequate staffing in the IR department to meet data needs.
- Jenzabar Retention Management System- \$37,000- Software; \$9,518- annual fee; \$25,000 installation/ project management

Initiative 3 – New Program Development

The New Program Development Committee was tasked with presenting initiatives that are in alignment with the mission of the College that will increase enrollment, have a high demand, and be profitable.

The mission of the Community College is to be a community resource for Career, Technical, and Transfer Education. We recognize that our efforts are essential to spur economic development in our region. In order to effectively adapt to community needs and provide skills for an ever-changing job market EMCC must have the ability to develop new programs that enhance the value of the College to the community. While immense growth has occurred in the Liberal Studies Program since we became a Community college, we predict that 15-25% of our future growth depends on the development of innovative programs catering to community-desired skill sets.

Recommendations and Implementation Steps:

1. New programs should be developed to capitalize on Community needs. Priority for program development must be determined by the demand for graduates in the community and by the desire of graduates to pursue degrees in the program.

DEVELOPMENT PRIORITY	COMMUNITY DEMAND	STUDENT DEMAND
High	High	High
Medium High	High	Low
Medium	Low	High
Low	Low (or market saturated)	Low

2. Develop a separate and distinct policy governing the development of new programs incorporating many of the recommendations to follow. (As opposed to 312.2 which includes Curriculum Revision)

3. Commit resources to the Assistant Academic Dean in Charge of New Program Development. Prioritize this position so that a person is assigned to continue new program development even in the face of extended absence.

3a. Fund the DACUM process for all proposals until a priority for further development can be determined.

3b. Commit resources to subsidize start-up costs of new programs. For a new program with little novel equipment needs we estimate start-up costs at \$250,000 for the first three years (director's salary, minor equipment and supplies, adjuncts). In many cases, meeting these costs will involve pursuing corporate or government grants and partnerships.

4. We must assess the effectiveness of new program development.

- We must measure the increase in number of students as a result of new programs.
- We must measure the success of students from new programs in finding jobs or transfer opportunities.
- Targets: 500 new students in 2013 and 1000 new students in 2016

5. Develop a standing Committee for New Program Development (Committee development is outlined in *Governance By-laws for EMCC*).

- a. Committee will review opportunities, needs, and other factors (such as a response to industry, governmental, or economic changes) in consideration of new degree, diploma, and certificate programs
- b. Committee will be comprised of faculty, staff, and community representatives under the guidance of the Program Development Coordinator.
- c. Committee will encourage and support partnerships with community, business, and industry partners in support of new program development
- d. Committee will support fundraising efforts related to New Program Development
- e. Committee will be responsible for planning and hosting an annual Business Conference to
 - foster relationship building between College and Businesses
 - assess the “wish list” of the business community
 - look at what is working well and where improvements are necessary
 - to gather information, distribute information and market EMCC

6. New programs continue to be developed using a DACUM process that collects information from community and other academic groups. The information is used to choose the courses needed in the program and establishes connections to the segments of the community who need our graduates.

7. In order to develop innovative or niche programs it may be necessary to use adjuncts, administrators, or even volunteers with the desired credentials and unique skill sets until the program is built to a certain size and has proven sustainability. For any program with specialized accreditation, we will have to hire at least a full time director. This should be a high priority in the funding of any new program. Qualified part-time personnel who have been involved in establishing the program will be encouraged to apply for the full time position.

8. Assure that new programs continue to provide the general education needed by an EMCC student in addition to the specific skills needed by potential employers through review of proposed curriculum at local and state levels.

8a. Need regular review of all programs from specialized accreditation and invited visitors from similar programs at other colleges to be sure that the programs and our common learning objectives are focused on skills needed in the current job market and provide a broad enough education to provide students’ with the flexibility to respond to changes in the job market.

9. New programs must be developed to be self-sustaining. Pre-enrollment market analysis must demonstrate sufficient interest in the program to support needed personnel. New programs may be subsidized through new funding sources and grants provided that the program will become self-sustaining by the end of the grant or funding period. Comparison of median starting salary with tuition revenues per student indicates that approximately 25 full-time students are needed to fund one full-time director for a new program.

10. New programs must be developed with complete analysis of their needs for classroom and lab space and competition analysis to see overlap of the use of buildings with existing programs. Certain new programs will require the expansion of existing facilities either in terms of using resources during low-use times or by requiring purchase or construction of new space.

10a. Any buildings constructed or purchased must be built or renovated to meet the standards of a Green Campus. Energy Efficient Fixtures should be installed, Effective insulation and vapor barriers used to the maximum extent possible. Alternate sources of Energy such as solar

panels, solar hot water, and wind turbines should be installed on as many buildings as possible.
Reduce Grounds Maintenance w/ low care landscaping

11. New programs should be developed to make use of existing satellite facilities. These programs, targeted at local economic needs, enhance the green initiative by promoting Ride Sharing/Car pooling, use of alternative “Green” Transportation (Bikes, Electric Vehicles, walking), and reducing travel costs for students.

12. Create a comprehensive admission and marketing plan to promote every initiative and ensure maximum enrollment in new program(s).

- Create timeline of admission, financial aid, and marketing activities to ensure maximum enrollment in new program.
- Solicit assistance from faculty in promotional activities (school visits, open houses, and evening programs).
- Develop electronic and print marketing materials with focus on career and/or transfer outcomes.
- Promote new programs by inviting “groups” of students to visit the campus for a day; faculty would serve as “hosts”.
- Expand recruitment area to possibly include extreme Southern Maine, New Hampshire, Vermont, and northern Massachusetts.
- Ensure that underprepared students have access to PLATO instruction if assessment scores do not meet standards established by the new program.
- Marketing should include programs, benefits, costs, quality, student life, sports, online, distance, outreach centers. Distance and Outreach education is often left out of marketing or given reduced attention. This must be consciously supported.
- Marketing should include national coverage of relevant aspects of EMCC (one-of-a-kind situations/programs/opportunities) as well as reach potential students in New Brunswick who may receive tuition as in-state students.
- Marketing should also be sent to High Schools, Vocational Centers, and CTE Centers (credit and non credit i.e. Waldo county CTE expressed interest in CNA course after the fact as they did not receive marketing) Marketing at high schools and centers should involve relationship building with school staff as well as students in addition to printed and presented materials. The high schools should receive copies of our course schedules, online options, and easy access to information regarding dual enrollment opportunities.
- Departments should create pathways from the programs taught at the High Schools, Vocational Centers, and CTE Centers.” CTE centers and regions are required to provide pathway information for Carl Perkins funding. Currently this document is created without any specific input; they just use the information in the catalog.

13. Continue development of the Health Information Technology Program and include the current Medical Transcription Program within it. (Predicted enrollment: 25-30)

14. Pursue partnership with Maine Army National Guard. The MEARNG has a hub location in Bangor, ME. This may be an under-tapped population for student recruitment. As well, MEARNG is on the cusp of completing the erection of their state-of-the-art Regional Training Institute. This partnership is expected to bring the following:

14a. MEARNG men and women receive educational benefits, but little information of how to use that money for their personal assistance. Recruitment efforts in *educational fairs*

specifically for MEARNG will provide those servicemen and servicewomen an opportunity to learn how to use their benefit to receive education at EMCC.

14b. The Regional Training Institute (RTI) will have available space for classroom style usage. This space could be a benefit for the servicemen and servicewomen of the MEARNG that are dually EMCC students. There could also be potential for other EMCC contracts where needed. (predicted enrollment 25-50)

15. Pursue partnerships with area K-12 schools to provide professional development courses and conferences. Consider development of Advanced Certificate in Education, supporting the need for "highly qualified" teachers. Remain flexible to allow schools to dictate needs. (Predicted enrollment 30-80 part-time)

16. Establish links to local community government and offer Professional development for community leaders in policy, law, government, and emergency (disaster) operations. Use established courses from FEMA and .GOV sites to supplement our existing offerings. (predicted enrollment 20-400 part-time)

17. Partner with Community action groups to establish a program (via CED/Business and Industry?) providing Community Resource for Information & Education on Green issues, such as "Green" Building Upgrades; Grey Water disposal, Roof top Gardens (predicted enrollment 25-30)

18. Become a community resource for the development of "smart housing" to aid the developmental mentally challenged, the physically challenged, elderly populations and those with interest in "aging in place". This surrounds the subject of the future development of housing with assistive technologies. These groups who may historically have lived with relatives or been housed in government sponsored and staffed residences are rapidly finding that the public support of these programs is falling by the wayside due to ever tightening budgets. Additionally individuals are now recognizing that as they age, it would be handy to have their residences designed to be adaptable for their future needs. The technology is now available for these populations to live independently or with less intense staffing, given availability of the correct technology. EMCC building technologies coupled with expertise from the computer and robotic technologies, and partnered with local groups with expertise such as United Cerebral Palsy could add a huge community resource as well as provide new areas of concentration for the technology programs. (predicted enrollment 25-30)

19. Pursue a partnership with foreign countries using our successful ESL Immersion program and Peer Tutor Program. The ESL-PTP will align ESL students that have exceptional math, science and written English proficiency with American EMCC students that lack minimum skill proficiency in those areas. The ESL-PTP will be grant-funded, and will employ a part-time employee or third party contract for direct oversight of the program's day-to-day occurrences. The ESL students will be paid a small stipend for engaging in the program (which may serve as a motivation to attend EMCC). The alignment will achieve the following:

- a. ESL students will be further immersed in American culture through their tutoring experience with American students, rather than remaining clustered together with other ESL students. They will gain experience trying to communicate concepts framed in the English language.
- b. Students in remedial math, science, or English classes will receive tutorial instructions with a peer that has proven aptitude, but has difficulty with American spoken language and culture. This will force them to a higher degree of interaction and engagement.

c. Foreign and American cultures will be greater understood, achieving a greater cultural competence amongst EMCC's student population. (predicted enrollment 25-50)

20. Develop or revamp an existing program to nurture those students who need developmental math and English. Develop intro to technology classes that keep these students engaged in their future program while building basic communication and computational skills. (predicted enrollment 50-300).

21. Consider a University Studies Program to promote transfer opportunities for Bachelor degree bound students. This will provide opportunities for additional partnerships with the University by including specific transfer tracks. It will also promote more consistent advising by pairing students with preferred faculty advisors for those tracks. Enrollment growth for such a program is difficult to predict as it will draw some students from the Liberal Studies program. Continued growth in the number of students seeking to complete general education credits at EMCC before transferring to the University is inevitable. (Predicted enrollment: 100-500).

Initiative 4 – Online and Distance Education

This report was comprised with input from the Distance Education team plus input from all of the original strategic planning teams with the goal of developing initiatives to expand enrollment through distance learning opportunities.

Distance education is being used by educational facilities, governments, municipalities, and corporations all over the world to manage growth, efficiency, and flexibility of delivering learning objectives and measuring learning outcomes. Distance education has the lure of growth at a reasonable cost. EMCC currently has several on-line courses being offered using multiple platforms and techniques with no overarching strategy. We recommend taking the following steps to improve the structure of our distance education programs before increasing our offerings.

Recommendations and Implementation Steps:

1. Have the Faculty Senate fully define the elements of a quality class regardless of whether it is traditional or on-line.

Organization is key to developing an effective course and even more important for an on-line course. Different pedagogical techniques are effective for different types of courses. We should avoid the “one size fits all approach”.

The current checklist created by the Senate is a great start but does not go far enough to fully define or require the elements of a quality course. Consider adding some of the following;

- a. A detailed list of objectives
- b. Sample assessments that will verify these objectives have been met
- c. Sample activities, homework, labs, quizzes, exercises that will build success toward the objectives and assessments
- d. A list of pedagogical techniques that will be employed like chalk and talk, round table, discussion forum, blogs, small group, chunking, PBL, etc
 - a. Possibly recommend pedagogical techniques based on discipline.
- e. Comprehensive lesson plan with objectives and activities listed for each class
- f. Storyboard
- g. For on-line classes
 - a. Will the class be run synchronous or asynchronous or hybrid
 - b. Recommend techniques based on type of delivery
- h. A quality traditional class is just as important as a quality on-line class and should be monitored
- i. How will student success be achieved? Do we have adequate tech support? Do we have adequate academic support?

2. Have the Faculty Senate consider some form of assessment to qualify a student for an on-line class and then recommend a system of academic support to help with student success.

Attrition is high for on-line classes. Time management skills, self motivation, computer skills, and reading comprehension skills are critical to success.

Develop a qualification process for students requesting an on-line course. Consider the following;

- a. What are the student’s technical abilities? Can they identify and troubleshoot basic computer issues. Can they shut off a pop-up blocker, can they clear a virus, can they use e-mail, can they perform a web search, etc, etc.

- b. Do they have access to a computer at home, can they pay their ISP bill to keep access at home, do they have a back-up computer, are they relying on a friends computer, are they relying on a library computer, do they have gas money to get to campus, etc, etc
- c. What is the students GPA. This is probably the best measure of their time management, motivation, and reading comprehension.
- d. What is the students accuplacer or SAT score in reading comprehension
- e. What is the students knowledge base
 - 1) Is this a developmental student taking LAM classes or one that has had success with previous college level courses?
- f. Have a web page that clearly identifies system requirements like computer hardware, internet connection speed, JAVA or Flash Players, browser type and version, etc. We have had students sign up for on-line classes that do not have a home computer, internet access, live near the campus, or live near an outreach center and then use the excuse they could not attend class because they could not get to a computer.
- g. Develop academic support system/center for online students (Skype tutor, discussion groups).
- h. Enhance technology support provided by EMCC's IT staff to distance education students.
- i. Develop webpage that clearly communicates resources and skills necessary to enroll in online courses.

3. Have the Faculty Senate develop some sort of checklist to be sure that an instructor can use the teaching platform.

Develop some sort of qualification process for instructors requesting to use a particular course management system. Again we should use similar criteria that we would use for a face to face course. Consider the following;

- a. What training has the instructor had? What training will we offer to help the instructor? How about having the instructor take an on-line course that teaches how to create an on-line course. That is what Utah State University does. Their BBD course is available to anyone.
- b. Have they demonstrated the ability to teach a good face to face class? This would require a check-off from the AD office.
- c. How have they met the criteria for creating the course?
- d. Do they have any experience with this CMS
- e. What techniques will they be using to deliver the content?
- f. How will continuous improvement be monitored and implemented?
- g. Do we have technical support for the instructor and does the instructor know how to access the technical support?
- h. Instructional design for online courses is an important consideration, both from the stand point of integrity and from access and pedagogy. This requires a commitment of resources to an Instructional Technology Specialist with a background in educational design to assist faculty in developing online courses and to answer faculty questions as they arise.

4. Establish a team to identify the attributes of the different course management systems and make a decision on how to move forward.

We are currently using a wide array of distance education products for a variety of legitimate reasons. Painting us into a one size fits all approach may not be the answer. Consider the following;

- a. Create a list of functions that are required for each type of course being taught. Then look for commonalities like;

- 1) Populating the course with students automatically upon registration.
 - 2) Delivering a syllabus.
 - 3) Delivering instructions for completing the course.
 - 4) A course outline clearly listing when assignments are due.
 - 5) Automatic grading.
 - 6) A grade book that the students can access to track their progress.
- b. Consider a common platform to deliver the common functions and then have that common platform simply point to the course specific platform for further instruction and interaction.
 - c. Strongly consider an array of course management systems. Different attributes of a course management system are required for different types of courses.
 - d. Consider outsourcing on-line education systems
 - 1) EMCC controls curriculum and the outsourced company controls technology, training, and support.
 - 2) Consider establishing an online course department responsible for the management of all online courses and programs
 - 3) Consider placing this department at an outreach center to centralize all distance education responsibilities.
 - e. Consider a technology fee be added to all on-line courses to help offset the cost of maintaining a high end course management system? If we outsource this will likely be a must.
 - f. Are SCORM based course management systems going the way of DOS.
 - g. Our Blackboard license currently cost \$18,000 per year and is going to \$34,000 per year. .
 - h. What else is available?
 - 1) Respondus, Blog, Home grown such as Gils Physics courses, etc
 - 2) Where does Polycom fit in?
5. Once a structure is established the administration should consider the following opportunities for increasing enrollment and improving academic excellence through distance education.

Using distance education can reduce the number of students that are on campus. This reduces the need to build and maintain infrastructure and parking lots. It reduces the spread of disease like H1N1 and can reduce the use of foreign oil to heat the extra buildings and fuel the transportation vehicles. Distance education can make our outreach centers effective and reduce their financial drag on the system. Distance education can be used to improve educational effectiveness.

- a. The outreach centers have difficulty getting a cohort of 20 students together to cost effectively run a class. With distance education classes the outreach centers could be staffed with proctors, instead of teachers. The proctors could help students with a variety of classes and computer difficulties. EMCC does not need to reinvent the wheel. Have a team investigate how other educational facilities are accomplishing this same task.
- b. Form Community Partnerships –
 - 1) Establish certificate and degree programs which can be completed entirely online.
 - 2) Market online degree programs beyond the Bangor region
 - 3) Look at UMA's "Stay Close. Go Far." Motto
- c. Establish a scholarship fund to be used as a recruitment tool for rural first time college students.
 - 1) Use UMA's Osher Scholarship Program as a model.
 - 2) Offer 5-10 scholarships per semester for first time college students at each outreach center.
 - 3) Scholarship covers the cost, tuition, fees, and textbook for one EMCC course
 - 4) Consider other approaches when developing the program.

- i. i.e. students must pay for text books or receive only 50% tuition scholarship
- 5) Recruit community partnership sponsorships to fund program
- 6) Consider annual fund raiser
- 7) Consider partnering with 5 sponsors at each center
 - i. i.e. students receive the “First Course for Free sponsored by ABC Hospital
- 8) Projected Cost versus Projected Income:
 - i. Anticipated total average cost per semester for 15 students: \$6,750
 - 1. 5 students x 3 centers= 15 students/semester
 - 2. (\$350 tuition/fees + \$100 book) X 15 students = \$6,750
 - ii. Anticipated total gross revenue per semester for retained students
 - 1. 4 students x 3 centers = 12 students/semester
 - 2. (\$1,750 tuition/fees + \$500 books) x 12 students = \$27,000
- d. Consider establishing certificate/ degree programs which can be completed at Outreach Centers.
 - 1) Degree must be able to be completed in a traditional full time schedule format (two-years)
 - 2) Utilize live, video conference, and ITV instruction methods and technology resources
 - 3) Consider accelerated degree programs (Degree in one year or 1.5 years)
 - 4) Liberal studies would be the logical first choice
 - 5) Convert medical assistant, medical transcription, medical office secretary, and many other programs that do not have a need for physical lab equipment to on-line. Simply look at what other on-line colleges are offering and do the same. Don’t reinvent the wheel. Use the textbook publishers for content and test banks. They are all compatible with blackboard
 - 6) Consider technology programs in addition to Liberal Studies
 - 7) Look at UMA’s “Stay Close. Go Far.” Motto
- e. Consider focusing on creating an on-line option for our most popular general education classes like MAT113, MAT114, ENG 101, ENG105, ENG215, PSY101, PSY211, etc.
- f. Consider offering self study courses that have demand but low enrollment like CALC 1, 2, 3, Differential Equations and Calculus based Physics.
- g. Recognize the opportunity that a good course management system provides for improving student success in a traditional classroom by;
 - 1) Grading homework automatically.
 - i. saves instructor time allowing them to focus on creating new activities and overall better instruction.
 - ii. gives students immediate feedback so they know whether they understand a concept or not.
 - iii. improves retention by allowing the students access the exercises an unlimited amount of times until they have mastered the concepts.
 - iv. improves retention because students will not remember the wrong concept and have to unlearn.
 - v. improves retention by allowing students to revisit assessments at a later date
 - 2) Delivering lectures
 - i. will help when students miss a class due to sickness, snow storms, H1N1, etc
- h. Someone must investigate how NEASC will view any major shift to on-line course work.

Initiative 5 – External Relationships

The External Partnerships committee followed the Strategic Plan Guiding Principles while trying to determine the best possible courses of action to achieve 5000 total head count by 2016. Our specific task was to provide a plan to support increased enrollment through the development of external community partnerships.

The College is in need of a revitalized Development and Alumni Relations Department to support external partnership development between the College and outside entities and to lead the acquisition of funding necessary to support college growth and the strategic planning initiatives.

To be able to fully develop partnerships with external entities, the College must develop internal partnerships in support of marketing, funding, and otherwise supporting the development of collaborations and partnerships between the college and businesses, organizations, and educational institutions.

Recommendations and Implementation Steps:

1. Hire a dedicated Director of Development to operate an effective and profitable Development Officer. To maximize efficiency and dedication, the Director should not be responsible for other college departments. The Director of Development will be accountable for, but not be limited to, the following key responsibilities:
 - a. Effectively develop, nurture, and maintain reciprocal relationships between the College and: Current Donors, Prospective Donors, Alumni, Business and Community Partners, Regional clubs and professional organizations (Rotary, Lyons, Chamber of Commerce, etc). (Empower partners to market the college).
 - b. Successfully partner with Department Chairs and other campus members to identify and acquire necessary resources to support programs and departments (equipment, partnerships, scholarships, funds, etc).
 - c. Successfully partner with the Director of Business and Industry and other campus members to collaborate on the approach to identify and acquire necessary resources to support Business and Industry initiatives and partnerships between EMCC and industry leaders, employers, and sponsors.
 - d. Direct the partnership between the EMCC Foundation and the College
Support scholarship development and management of EMCC Foundation scholarships.
 - e. Oversees a profitable grant writing committee that identifies, and writes, oversees management of federal, state, corporate, and private grant opportunities that benefit EMCC.
 - f. Establish an effective and profitable capital campaign, tied to EMCC Strategic Planning and Growth
 - Funds will be needed for strategic plan implementation
 - The Strategic Plan Slogan “A Proud Past - An Emerging Future 2011-2016” fits well with a family tree analogy showing roots/ancestors/new growth/new students/new supporters etc.
 - Use a Family Tree/Growing Possibilities Campaign model:

- “a family tree charts the ancestry and relationship of all members of a family. A contribution to the College Family Tree Campaign will forever root you in the history of this College. Your contribution will help the College and our students branch out and grow to new heights...”
 - Recognize giving opportunities that support students branching out to new possibilities such as:
 - Level: White Pine, Gift Amount: \$30,000+, Recognition: Create a legacy with an endowed scholarship establishment
 - Elm, \$20,000+, Adult tree planted in sponsor name
 - Oak, \$10,000+, Establish a renewable scholarship
 - Cedar, \$5,000+, Dedicate a bench on campus green
 - Fir, \$1,000+, (and all above levels), Name displayed on horticultural plaque featuring tree species
 - Spruce, \$100+ (and all above levels), one sapling planted on campus and one sent to donor
 - BC students design and build benches, students design plaque wall)
 - Apply for and receive a Kresge Foundation Challenge Grant and other grant funding to augment the capital campaign
 - Kresge Foundation offers large challenge grants that must be met dollar for dollar and tied to a capital campaign.
 - Consider a capital campaign that combines sustainability/greening projects with campus growth.
2. Create new and increased collaborations with high schools, home schooled organizations/groups, regional businesses, colleges, and universities in support of further growth in the areas of student recruitment, dual enrollment, articulation, transfer, and collaborative agreements between EMCC and other organizations and institutions.

External Partnership- College/University

The Committee identified a need to better market current and future collaborative agreements such as the St Joseph College 3 plus 1 Nursing Agreement. Members from Program Departments and Marketing, Academic Affairs, and Enrollment Departments should routinely survey current and new programs to ensure effective and efficient marketing of unique and niche opportunities available to EMCC students.

The Committee supports research, organized under the lead of the Academic Affairs and New Program Development Departments regarding colleges and universities that are retiring their associate degree programs. If research indicates retirement of other institutions associate degree programs, EMCC will consider the risks, benefits, and feasibility to creating or expanding a degree program at EMCC.

External Partnership- High School

The Enrollment Center and Marketing Departments will work together to develop procedure to form external partnerships and marketing opportunities to non-traditional sources of student enrollment. The Departments will identify a campus individual to be responsible for outreach

and partnership development with nontraditional high school students such as adult education learners, organized home schooled groups/clubs, 4 H groups (often home schoolers), etc.

External Partnership-Corrections

Eastern Maine Community College will build a partnership with the Mountain View Youth Development Correctional Center in Charleston. There have been previous students attend EMCC or the Penquis Higher Education Center from Mountain View. Mountain View has also completed community service (roof shoveling, etc) on campus or at the center, and the correctional facility woodworking lab often donates to college fundraising events (under the direction of Tom Sands, a College alum). Opportunities should be explored and developed to include an increased student enrollment through dual enrollment (inmates under age 18), on site courses (EMCC courses taught at Mtn. View or via online or video conferencing distance education), and on campus courses (courses at EMCC or PHEC attended by inmates with release time). It is noted that President Barrett has previous experience building such collaborations.

External Partnership-Regional Businesses

The Enrollment, Academic Affairs, and Program Development Departments will create initiatives and procedures that foster relationship building between the College and businesses.

External Partnership-Military

The College will move forward in the process of building new programs, expanding existing programs, and otherwise increasing enrollment through a partnership with the Maine Air National Guard and the Regional Training Institute that is under construction on base. Steps have been taken by the College to begin this partnership; the MANG is not able to have external partners at the new facility within the first year of opening.

The committee identified a need for more efficient marketing of benefits available to veterans through the post 911 GI Bill. EMCC should be represented at College and Career Fairs held at the Maine Air National Guard Base. Benefits are available for students taking community college courses, but are often marketed to by four-year institutions rather than EMCC.

Eastern Maine Community College will work to develop a ROTC (Reserve Officers' Training Corps). ROTC partnerships may be available through the Army or the Air National Guard. Although becoming a military officer requires a four-year degree, students are not required to attend all four years of college at a four-year university. The first two years of ROTC, does not require a military commitment.

University of Maine Army ROTC is open to University of Maine students as well as students from Husson University, University, College of Bangor, Colby College, Thomas College, Unity College and the University of Maine at Augusta. Students at these campuses except Husson University (Freshman & Sophomores) travel to the UMaine campus in Orono for their Army ROTC classes. All ROTC Cadets attend a weekly lab in Orono and participate in one overnight Field Training Exercise (FTX) during the semester. Accomplishing Army ROTC from these distant campuses can be difficult and requires a self-motivated student who is an academically and physically strong student.” (<http://umaine.edu/armyrotc/>)

3. The Development Office will identify an Alumni Coordinator who will be given sufficient work time to effectively build partnerships between Alumni and the College in support of enrollment growth, campus engagement, and resource development.
 - a. The Alumni Coordinator will be accountable for, but not be limited to, the following key responsibilities:
 - 1) Oversee the student and graduate alumni associations, alumni newsletters, alumni social media relations, and to support alumni participation on advisory councils and committees and the Foundation Board as well as ongoing contacts between instructors and past students.
 - 2) Build partnerships that support opportunities for EMCC alumni, who are employers, to recruit and hire EMCC students and graduates.
 - 3) Plan and create a letter enclosed with each graduate diploma. The letter will include information for obtaining access to the Alumni My EMCC portal, the alumni Facebook page, and a solicitation to join the Alumni Association and/or make a contribution to the College.
 - 4) Generate funding for alumni development may come from the following resources
 - i. Membership dues (nominal)
 - ii. Strategic Planning Driven Capital Campaign (start-up funds only)
 - iii. Donations
 - iv. Alumni Fundraising Event
 - b. A Student Alumni Association will be developed to encourage current students to become active in their college community, and continue to be active as alumni. The Student Alumni Association will provide opportunities for members to develop and utilize leadership skills, community networking, and community service. The student alumni association will participate in campus events, such as fundraisers and will serve as a link between students, alum, and the college. The student alumni association members should be encouraged to continue their memberships after graduation and to encourage other alumni and college community members to be involved with EMCC.
 - c. The currently inactive EMCC Alumni Association will be re-vitalized. The Alumni Association will serve as an opportunity to build and foster partnerships between the College and alumni. Student Alumni Association members will work with and support the Alumni Association, providing the link between current and past students. Alumni Association members will support the Student Alumni Association as guest speakers and mentors.

Initiative 6 – Expand Capacity in Existing Programs

The Program Expansion committee agreed that we would follow the Strategic Plan Guiding Principles while trying to determine the best possible course of action to achieve 5000 total head count by 2016. Our specific task was to provide a plan to expand capacity in existing programs. We determined that we should first investigate programs that normally have waiting lists and also have greatest demand from employers and prospective students. We would next investigate programs with greatest demand from employers, and then programs with greatest demand from prospective students. This was to be accomplished while remaining cognizant of the available resources to support any planned expansion.

The Fall, 2011 waiting list includes health programs, Refrigeration, Welding, and Automotive. The health programs are limited by the space available at Eastern Maine Medical Center and cannot easily be expanded. Refrigeration has been full for the past few years, but probably cannot expand students numbers much beyond current numbers. Welding could add Pipefitting that has been tried in the past with only limited success, although there is some demand from employers. Automotive expansion would require more shop equipment and replacement of existing equipment on a more frequent schedule, so is considered to be a costly expansion.

Based on recent employment opportunities made known to the College, the greatest demand for graduates seems to be in the areas of early childhood, electrical, and culinary arts.

Recommendations and Implementation Steps:

1. The cheapest and easiest-to-implement expansion opportunities to exist in adding new tracks in Liberal Studies, offering teacher recertification courses, creating an Infant/Toddler concentration within the Early Childhood Education Program, and adding a CNA/ Phlebotomy program either as a track within Liberal Studies or creating a Medical Lab Assistant program.
 - a. Suggested Expansion in Liberal Studies Tracks
 - Create a Medical Coding Certificate
 - Add a CNA/Phlebotomy Certificate with credit courses
 - Add a Business Management track that will transfer to UM
 - Add the following courses: American Government, American History prior to 1898, Abnormal Psychology, Public Speaking that will transfer to UM, Introduction to Poetry,
 - Add additional sections of Anatomy and Physiology, Psychology, Sociology
 - b. Suggested Expansion in Early Childhood Education/Education
 - Teacher Recertification Courses
 - Add an Infant/Toddler concentration in Early Childhood Education
 - c. Suggested Expansion in Medical Assisting Program
 - Add a Medical Assisting Program in the evenings
2. It seems that a greater effort to improve the transfer of our credits to other institutions is necessary. Bringing more of our courses in line with the requirements of Husson and the University of Maine, and obtaining more and better transfer agreements, will allow us to attract more students who come to us solely for transfer purposes and for those students who might someday wish to continue their education. This would be especially beneficial to expansion in liberal arts courses and tracks.

Initiative 7 – Tactics that support all Initiatives

This taskforce was charged with finding modalities that support the overt themes of the EMCC Strategic Planning Process of 2011. The Supporting Strategies fell into the following categories which detail our recommendations and suggested methodologies and potential pitfalls to be avoided:

- I. Admissions and Student Success
- II. Comprehensive Marketing Plan
- III. Academic Support & Tutoring
- IV. Advising
- V. Course Consistency & Quality
- VI. Faculty Development & Adjunct Faculty Recruitment
- VII. Grant Writing Committee
- VIII. Fundraising

I. Admissions and Student Success

- A. EMCC should have a Student Success Team made up of faculty, staff and students who are enthusiastic and willing to complete surveys, talk with colleges who have a strong success record in student success, attend conferences or workshops and report back to the college community on a regular basis.
- B. A strong Customer Service Training Program required of all employees (*no exceptions, no excuses*) of EMCC could increase student success/student retention significantly. A Customer Service Philosophy Statement needs to be developed and supported by all employees. This statement, once created, would then need to be highly visible throughout the common areas of the college. (*We would need to consider deliberately disinterested employees. If we bring in an outside person with training materials, I would estimate \$5000 annually for costs. We might also find struggle with people who have already been through customer service training already.*)

Updating customer service skills for both Faculty and staff should be an ongoing training given once or twice a year. We may want to hire outside consultants to provide training sessions to all staff as first. The training sessions should be set up similar to the Sexual Harassment training. This training could be coordinated through HR and must be made mandatory. In addition, HR personnel should seek training in customer service so that in the future the training can be held in-house at little or no cost. Initial training should be funded out of the Fund 1 if there is a budget set aside for Staff development. No pitiful except providing funding for the initial training sessions.

- C. EMCC has blemished Career/Job Fairs at present. We need at least one Career Fair/Job Fair for the entire college. Some may think that our students all have multiple job offers, but the reality is they don't. If they see upper classmen not getting jobs, first year students may decide to exit the college. This would have a great impact on student retention and would affect students' perception of their chances for success. Costs regarding a college job fair will be absorbed somewhat by each company as they buy a table, but publicity, rentals and food will add up to a couple thousand dollars. The only negatives would be to deal with limited parking and classroom space for interviews and a big meeting space for the vendors to set up to meet students.

- D. Although we are quite successful with our part-time group of counselors on and off campus, I do think the consistency of a full-time counselor available on campus and going to the outreach centers could prove very beneficial to our students who really are resistant to going off campus
- E. Though we have improved in this area, even more needs to be done to encourage scholarships for our students. We need endowments from the people and companies who have money.
- F. We administer two nationally recognized surveys as well as our own homegrown survey. We need to sharpen how we utilize the data we gather from the surveys across the campus. We could help people improve so much if they had to create a plan of improvement from the student feedback.

II. Comprehensive Marketing Plan

- A. EMCC needs to create a Marketing Department or individual to promote what EMCC has to offer. EMCC needs to develop electronic and print marketing materials with a focus on career and/or transfer outcomes. The cost of this department or individual will be determined by President Barrett. The measurement of the Marketing department's success will be determined by the enrollment numbers.
- B. The Marketing Department or individual must concentrate their efforts on the local high schools along with recruiting students from Southern Maine Vermont and New Hampshire. More emphasis needs to be put on the recruitment of students at high schools in the immediate area. Guidance Counselors at these high schools need to make the student aware of the cost difference between EMCC and a University. EMCC may need to invest in more recruiters to build relationships with high school guidance counselors so they can promote EMCC to the students as a first choice college.
- C. EMCC needs to expand their recruitment efforts to Southern Maine, New Hampshire, and Vermont. This recruitment may need to electronic and print marketing as the travel costs may prohibit recruiting visits.
- D. More needs to be done to promote EMCC locally as well as regionally. The question is how to accomplish this task. The use of a Marketing Department, recruiters, and electronic and print media will have to be determined by cost compared to the return on investment.

III. Academic Support & Tutoring

- A. Academic support and tutoring promotes persistence. Students that get help are more likely to stick-it-out through a course that is tough for them and remain in school as opposed to students that do not get help or have support. At some point, growth toward 5000 will require additional staff with specific training and competence in the areas of academic accommodations and educational design.

IV. Advising

- A. We need a study to determine whether an Advising Center where only professional advisors advise, a setup where all faculty and staff have advising loads, a setup like we have now where only some faculty and staff advise, or a completely different setup than any of the previous three. By visiting other colleges in Maine and possibly outside the state, and reviewing much

- of the great materials available for effective student advising, we may create a more exciting and effective advising system, or we could possibly decide our system is the best for EMCC.
- B. Promote volunteer tutoring incentive allowing hours tutored equals three (30 credit course paid).
 - C. Develop academic support system for online students (Skype tutoring...)
 - D. Enhance and increase services offered through Academic Support Center by offering additional tutoring for technology courses, as opposed to targeting only general education course content.
 - E. Pursue ESL Peer-Tutor Program

V. Course Consistency & Quality

- A. Faculty who don't run their classes for the full time on a regular basis are cheating students of the course they have paid for. Most students aren't willing to speak up and may even pretend they are pleased about this situation; some students are not yet mature enough to know they are being cheated of time and opportunity they are paying for. Courses are set up for a definite time for a reason: material needing to be taught, credits, accreditation, etc. A high percentage of our faculty are conscientious about running their classes for the full allotted time, but a substantial number are not. EMCC should research to see what other colleges are doing regarding this issue and create an enforceable policy.
- B. Academic consistency, regarding *course content* that is actually covered with students taking the same course as well as grading, needs to be strengthened.
- C. This is best achieved with clearly defined course objectives. Those objectives must be delivered by each department, published to every instructor (full time, adjunct, or outreach), and used in every section. The objectives must precisely state what knowledge and skills are needed at the end of the course.
- D. Course objectives should be developed such that the learning outcomes of one course meet the minimum knowledge needed for any course for which it may serve as a prerequisite.
- E. Course objectives should also be checked against external sources (other colleges) to verify rigor and to maximize the potential for transferability.
- F. Assessment must be directly related to the objectives, measuring specific learning outcomes in the form of didactic knowledge and/or psychomotor skills.
- G. Results from assessments must feedback to the department and to the instructor in order to drive informed changes in practice that produce better learning.

VI. Faculty Development & Adjunct Faculty Recruitment

- A. Develop technology (includes on line for instructors) training for both Faculty and Staff
- B. New software may be purchased for the expansion of 5000 students along with the software that is presently being used. The training for these software should be coordinate through IT, to hold in-house training, as well as, access to internet training, for example, web seminars to help increase the knowledge of the different software that will and are being presently used by all staff. This could be offered during the student's vacation and on a rotational basis so everyone

who wanted to attend could. We may want to make mandatory so all staff will attend. The Web seminar could be offered as option to in-house training. If mandatory, HR should track and make sure all staff has attended. There may be a need to hire additional IT staff. We will need to use current Staff, for example, HR, IT, Faculty to provide various software training. As part of the budgeting process every year designate a certain percentage of the total Fund 1 budget to Staff Development activities as if it were a utility, a fixed cost. In addition, seek other funding to support needed equipment and software purchases that enhance the quality of course instruction, as well as, cost savings on support processes and procedures. The pitfalls for this suggestion would be we do not provide for staff development activities through Fund 1 budget and we do not acquire other funding sources to supplement Fund 1. Faculty and staff need to buy in to this idea.

- C. Consider tenure for adjunct faculty pay scale increases.
- D. Lobby for better pay for adjunct staff and/or sign-on bonuses and tenure stipends.
- E. Allow for more trainings and professional development opportunities for adjunct staff and have more opportunities for trainings and staff development activities during later hours, when many adjuncts are on campus and not working other jobs.
- F. Key to growth is developing a pool of qualified faculty who have been screened and trained to teach within the CC system and oriented to our population of students.
- G. A good source for faculty is the University of Maine graduate students. One idea was to create a partnership with the Graduate school. We could employ graduate students and mentor them in developing their college teaching skills.
- H. Another option is to offer a series of classes in teaching adult populations, educational design for college courses, assessment methods and design: these would help train potential faculty, might appeal to our current faculty, and also serve to increase our student numbers.

VII. Grant Writing Committee

- A. Create a Grant Writing Committee. The GWC will firmly support external grant procurement activities. As a result, policies that guide grant applications to secure external grants will be established. The objectives will include a protocol to assist grant applicants with securing proper and timely approvals of special requests for grants. This process is necessary to ensure efficient use of limited college resources (human and capital)
- B. The GWC will work closely with EMCC administration (*I.e.: President's Office, Department Chairs, Deans...*) to assess needs for particular departments.
The GWC will set a process to be used by grant applicants seeking to secure approval of request, and assign roles of members. The GWC protocol will be used to evaluate grant opportunities and to legitimize and prioritize requests. This process is necessary to ensure efficiency. The protocol will include a step-by-step instructions list for submitting grants for review and authorization. Suggestions include:
 - 1) Create Policy Manual to outline process and responsibilities
 - i. Governance
 - ii. Policy and Procedures
 - iii. Deadlines

- iv. Roles and Responsibilities
 - v. Copies of EMCC Forms
- 2) Format EMCC documents to be submitted with grant proposal
- i. Overview of grant
 - ii. Rationale (*how will the grant help EMCC obtain strategic plan/goals?*)
 - iii. Budget
 - iv. Agreement for submitting stakeholder/department to be champion
 - v. Agreement for submitting stakeholder/department assistance in creating proposal and managing awards
- C. The GWC will also include a timeline that outlines grant development, writing, and submission deadlines. *For example:*
- 90 days – Proposed grants and associated GWC paperwork must be submitted
 - 60 days – Complete formal Grant Request Application
 - 45 days – Prepare proposal and budget plan/Choose grant leader
 - 30 days – Preview of draft proposal
 - 15 days – Confirm budget plan
 - 1-2 days – Provide final Proposal for submission
- D. There will also be a review of the results to decide what worked well and how to hone our process as well as post-procurement discussions of grant administration assignments and responsibilities.

VIII. Fundraising

- A. Hire Director of Development and Marketing. The development portion of this position is to provide administrative and organizational support and direction for all external funding, such as capital and annual giving campaigns, grant writing, in-kind donations, planned giving, for both the college and Eastern Maine Community College Foundation. The position leads efforts of the College and the Foundation to develop external funding sources and to provide donor support services; works closely with the Executive Committee of the Foundation, the Foundation Board and the President of the College to plan and conduct fund raising and resource development projects through a full understanding of the work and role of EMCC.
- B. The marketing portion is responsibility for all marketing and public relations efforts of the college. The employee is responsible for: developing and monitoring of marketing materials and publications; creating and implementing a college-wide marketing plan; organizing and advising public relations efforts; providing direction and support for institutional crisis management; leading the Marketing Team to implement the plan and acting as a spokesperson for the College. This position will be an integral and necessary component in the goal to grow EMCC to 5000 students by 2016.

Finalize and adopt the Strategic Plan

- Provide the Strategic Plan to all stakeholders in early September 2, 2011
- Gather input from stakeholders by September 16, 2011
- Steering Team will review comments and concerns and make all final edits to the Strategic Plan by September 21, 2011
- Strategic Plan will be finalized and adopted by the President's Cabinet in no later than September 27, 2011

Create a Strategic Plan Implementation Team

A cross functional team will be created by September 16, 2011 which will be charged with four distinct tasks:

- Work with the responsible manager for each initiative in the Strategic Plan to develop an action plan which describes who will be responsible for implementing the action item, the timeline for initial implementation and the target date for completion
- Meet monthly with the President's Cabinet to get updates on implementation of action items
- Report implementation progress to stakeholders quarterly
- Recommend changes to initiatives in the Strategic Plan as new opportunities or threats emerge that were not considered during the initial planning process

Create a Strategic Plan Implementation Budget

The President's Cabinet will establish a budget to reflect the cost of implementing the initiatives in the Strategic Plan

- Determine the fixed and variable costs of implementing each initiative
- Establish protocols to prioritize initiatives to allocate limited resources
 - Number of students impacted
 - Impact on student access
 - Impact on student success
- Allocate resources sufficient to implement the initiatives

Why 5,000?

How will we get there?

Dual Enrollment

Who pays for the tuition for dual enrolled courses?

Expensive for K-12 to offer science lab courses

How do we set up dual enrollment agreements?

How do we sell HS students on dual enrollment courses?

5th Year High School concept

How do we engage HS students with EMCC earlier

Articulation

How do we increase pathways to and from other colleges

Extension Centers

What do we do with them?

Growth that has occurred in the past has not been particularly helpful
constraints with classroom availability, parking
offer more late afternoon, weekend and evening courses
find out when students want courses offered

Bachelors Degree at the community college level?

USM baccalaureate courses used to be taught on campus, try again

Image of community college

Students may not want to come here as a first choice

Many students do come back after trying a four year college

Improve signage, intra campus directions

Can we discuss online education?

Many colleges treat online courses as money makers

Higher capacities

Expand online offerings to a more global market

Expand international student enrollment

Need expanded services to support growth

Placement office, counseling, advising, IT, other areas

Prioritize staff to meet student's needs

Student Center to deliver recruitment, transfer, placement

Need a strategic budget process

Fund balances – Save money or spend money

Add Institutional Effectiveness as one of the study groups of the strategic plan development process

How do we utilize the outreach centers?

Community services

Expand online courses

Quality matters

How do we get everyone involved in the planning process?

More innovation to grow fundraising

Grants, non-state funds

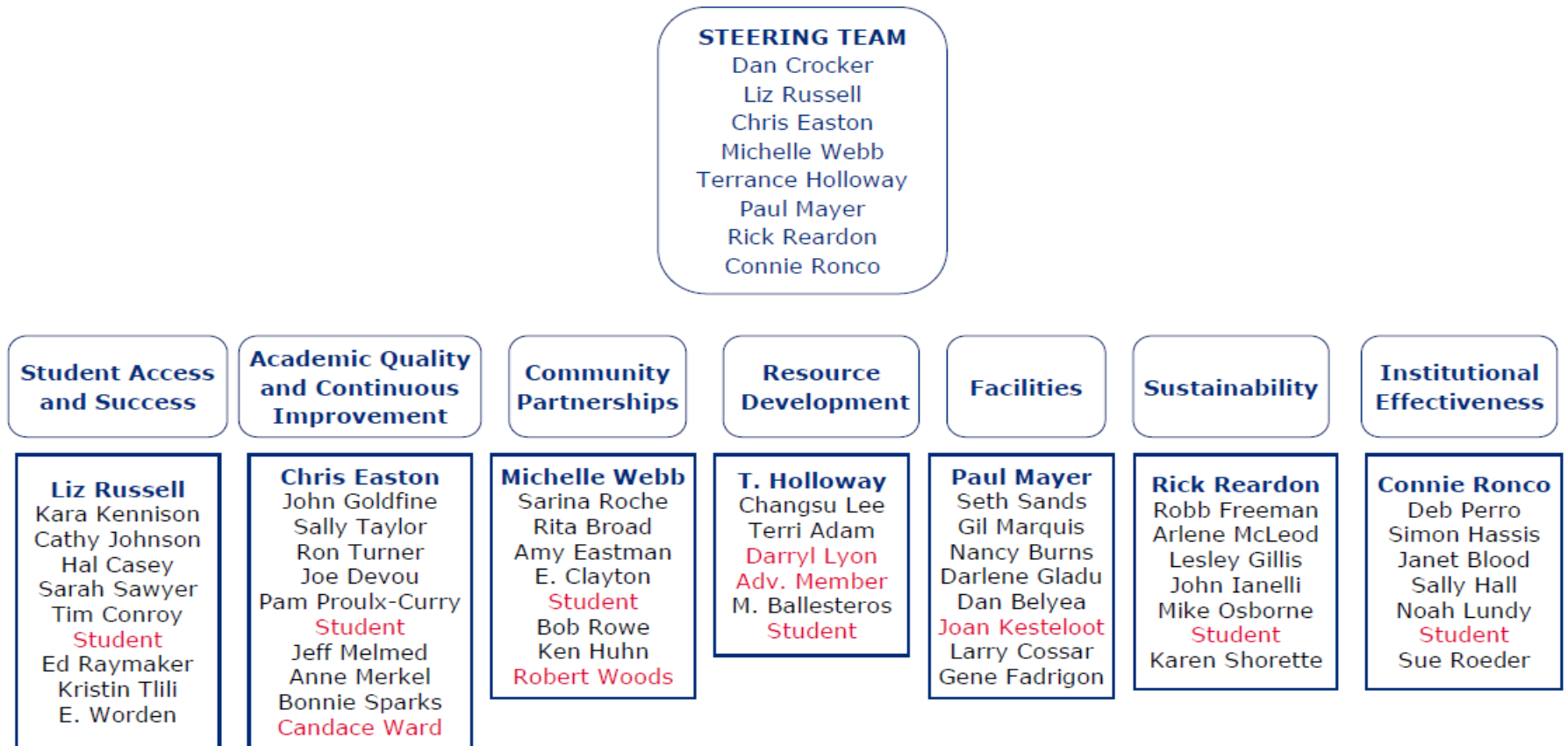
How do we improve retention and grow at the same time?

How do we market the college to the local area?

Collaboration not competition with other CC's in the system

Who does what on campus?

Strategic Plan Development Process (ver. 4)



Appendix D. Themes and Content Area

Student Access and Success (Liz Russell)

Marketing	Web presence
Admissions policies	Recruitment strategies and goals
Program and course mix	Advising
Placement/Developmental students	Academic support
Retention	Financial Aid
Transfer Affairs	Counseling
Student Life	

Academic Quality and Continuous Improvement (Chris Easton)

Faculty Development	Adjunct faculty recruitment
Student placement	Academic support/tutoring
Advising	Mentoring
Program quality	Programmatic overlap
Program and course mix	Course quality and consistency
Program and course development	On line course delivery
Assessment	Instruction at outreach center

Community Partnerships (Michelle Webb)

Faculty development	Adjunct faculty recruitment
Corporate sponsorships	Government relations
Transfer agreements/articulation	Program development
Business and Industry	Dual Enrollment
Outreach Centers – How do we use	Distance learning

Resource Development (Terrance Holloway)

Grants (TRIO, FIPSE, Title III, STEM)	Achieve the Dream
Government Relations	Distance Learning
Alumni Association	Donations
Corporate sponsorship of faculty or students	

Facilities (Paul Mayer)

Master Plan (2002-2008?)	Review of Accreditation documents
System Office needs list	Maintenance and Renovation
Educational Infrastructure (Smart classrooms, wireless)	

Sustainability (Rick Reardon)

Fiscal stability and sustainability	IT resources and support
Review of Accreditation documents	Environmentally friendly
Green campus	Smoke Free /Wellness

Institutional Effectiveness (Connie Ronco)

Achieve the Dream	Institutional Research
Public Disclosure	Data collection and analysis
Systems/process analysis & improvement	Staff and Faculty development
How do we use the data?	Are we meeting our mission? Governance
structure (Senates, Advisory comm., administrative processes, etc)	

Appendix E: Team Composition focusing on Strategic Teams of Growth

Dual Enrollment	Retention	New Program Development	Online/Distance Education	External partnerships	Expand capacity in existing programs	Tactics to support all other strategies	Team Represented
Liz Russell	Connie Ronco	Chris Easton	Rick Reardon	Michelle Webb	Paul Mayer	TJ Holloway	
Kara Kennison	Sarah Sawyer	Hall Casey E. Worden	Tim Conroy	Ed Raymaker	Kristin Tlili Alissa Downing	Cathy Johnson Greg Swett	Student Access
Bonnie Sparks Pam Proulx-Curry	Sally Tayler	Ron Turner	John Goldfine	Candace Ward	Jeff Melmed	Anne Merkel Joe Devou	Academic Quality
Bob Rowe	Sarina Roche Dusty Fisher	Ken Kuhn	Robert Woods	Rita Broad	Amy Eastman		Community Partnerships
		Changsu Lee		Darrel Lyon	Terri Adam	Mike Ballesteros	Resource Dev
Larry Cossar	Gene Fadrigon Dan Belyea	Michelle Bladen	Gil Marquis	Nancy Burns	Darlene Gladu	Seth Sands	Facilities
Mike Osborne	Robb Freeman	John Ianelli	Lesley Gillis	Arlene Macleod		Karen Shorette	Sustainability
Janet Blood	Noah Lundy	Sally Hall	Sue Roeder	Deb Perro	Simon Hassis		Inst. Effectiveness