

Eastern Maine Community College
Strategic Plan 2017-2022



Success Starts Here!

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Strategic Plan Development Process

In early September 2016, President Lisa Larson initiated a call to action for the Eastern Maine Community College (EMCC) community: Develop a five-year strategic plan that will embrace what we believe the College should, can and will be and to ensure that we are good stewards of limited resources in a highly competitive world.

President Larson's call to action was comprised of several separate activities. First, President Larson appointed Dan Crocker – Dean of Enrollment Management, and Liz Russell – Dean of Academic Affairs, as co-chairs of the Strategic Planning Process, who, with input from the President and her senior management team, decided to develop the strategic plan utilizing subcommittees to examine the nine focus areas of the NEASC accreditation process. Dan and Liz sought volunteers and members of the faculty and staff agreed to lead the teams as follow:

Stacy Green - Mission and Purpose
Lucy Moon - Planning and Evaluation
Hal Casey - Organization and Governance
Jane Loxterkamp - The Academic Program
Lon Bagley /Natalie Degerstrom - Students
Keith Moon - Teaching, Learning and Scholarship
Janet Elvidge - Institutional Resources
Connie Ronco - Educational Effectiveness
Sarah Sawyer/Gabe Perrow - Integrity, Transparency and Public Disclosure

Each team leader agreed to the following responsibilities:

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 team chairs, along with Dan and Liz, 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 edited the final report
Presented final document to campus community

While Dan and Liz were setting up the teams, President Larson asked community leaders from the EMCC Foundation Board, the EMCC Advisory Board, and individuals from business, industry and other educational institutions to contribute to a SWOT (Strengths, Weaknesses,

Opportunities, Threats) Analysis of the College. Feedback from participants was gathered with an online survey tool (see appendix A) administered on September 12, 2016, and all responses were compiled for later use by the Strategic Planning Steering Team.

On September 26, 2016, President Larson assembled the Strategic Planning Steering Team and presented her vision for the future of Eastern Maine Community College (see appendix B), and charged the team with the task of developing a plan that ensures that:

- EMCC will be a student-centric institution with a core purpose of serving students, fostering their personal growth, and supporting their academic achievement
- EMCC will continue to have clear and relevant learning outcomes to best prepare students to succeed in the 21st century global marketplace
- EMCC will be known as a strong partner in our communities, cities and region to foster success and growth

President Larson also shared a timeline of activities that included an anticipated due date for the final draft of a comprehensive strategic plan in late March, 2017. (See appendix C)

After the discussion with President Larson regarding her vision and expectation, Dan and Liz presented the Steering Team with over 100 responses and recommendations from twenty-three community leaders who responded to the SWOT Analysis survey. The team members used an Affinity Diagram Process (see appendix D) to condense the responses into ten specific areas that each team examined when they began their research:

- Campus Facilities
- Community Needs
- Course Delivery
- Faculty and Staff
- Marketing
- Partnerships
- Program Offerings
- Socio-economic Concerns
- Student Success
- Work Ready Training Needs

On October 3, 2016, President Larson hosted a campus wide forum to formally kick off the strategic planning process. The forum consisted of President Larson presenting her vision of strategic planning, Dan providing an overview of the process and timeline, and Liz introducing each of the team chairs. Each team leader gave a brief introduction to the accreditation areas they would be reviewing, and asked faculty and staff to join their particular team. Community members were asked to indicate the team of their preference by responding to an online survey. Based on responses, sixty-seven individuals were appointed to one of the nine teams (see appendix E) on October 14, 2016, and the teams began their work.

For the remainder of the fall semester, and for the first several weeks of the spring semester, the teams held meetings, conducted research of best practices at other colleges and universities, discussed strengths and weaknesses of the college, and generated ideas that would contribute to President Larson's goals for strategic planning.

By February 15, 2017, each team had submitted a report that included many of the following areas: an introduction of the strategic planning process they used, team membership and meeting dates, statement of purpose, research conducted, recommendations for the future, and a rationale for those items.

Dan and Liz reviewed each team's reports and organized all recommendations into a single spreadsheet, which consisted of 198 items. The Steering Team met on March 20 and March 27, 2017 and conducted an Affinity Diagram process. During this process, the team removed any duplicate items, sought clarification and resolved conflict on several items, moved all items into affinity groups, created descriptive statements for each group, and reached consensus on the strategic initiatives and tactical recommendations that resulted.

The team then consolidated all of the strategic initiatives and corresponding recommendations into a single document, which also included a description of the plan development process and any relevant materials. The final draft was reviewed by the steering team which reached consensus on the structure, format and content of the strategic plan, and endorsed its submission to the campus community.

Throughout the seven-month process of developing a strategic plan for Eastern Maine Community College, the following concepts continued to be echoed by committee members, community leaders, students, and other individuals who responded to requests for information relevant to the preparation of this document.

In order to be a successful, dynamic and responsive organization as we move through the next five years and beyond, the institution and its employees must:

Be willing to reflect on weaknesses and continuously seek ways to improve

Communicate with honesty and openness

Be inclusive in decision making at every level

Always ask "How will this impact student success?" when making decisions

As the Steering Team for this process, we heard those concepts, reflected on them, reacted to them, and attempted to imbed them into the strategic initiatives and recommendations on the pages that follow. We feel we have achieved that, and believe that implementing the 2017-2022 Strategic Plan will lead to increased student success, heightened focus on learning outcomes, and enhanced opportunities for community partnerships.

Strategic Initiative Outline Description

The strategic intervention recommendations on the following pages are organized in the following outline format:

Section Title

Strategic Initiative

- Tactical item designed to achieve outcome indicated by the strategic initiative above
 - Potential action idea to contribute to the completion of the tactical item
 - A step or process that might be needed to complete the action item

The section title defines the subject matter in that section.

The Strategic Initiative is a statement of purpose and expected outcomes.

The bulleted tactical items are recommendations to achieve the outcome stated in the strategic initiative statement.

The potential action ideas were developed as items that may be useful in completing the action item. All action ideas that were developed by the work teams are included in order to document the full scale of ideas generated. However, through the course of implementing the strategic plan, some ideas may be combined or eliminated based on the findings of the manager/team responsible for putting the plan into action.

The steps or processes included are meant to provide additional information the work team thought useful for putting ideas into action.

The Academic Program

EMCC will deliver high quality, dynamic academic programs that are responsive to community and student needs and that provide students with multiple pathways for success.

- The College will offer high-quality programming
 - Provide the financial and technical support necessary to deliver high-quality and responsive programs
 - Ensure that programming at the college will meet the needs of students and the workforce
 - Establish a process for reviewing new markets, degree/certificate/course offerings, making sure it is inclusive of all parties that need to be involved or will be affected by the final decision
 - Increase the capacity of high demand programs and add new programs when need is identified
 - Continue to increase community based programs (e.g., Machine Tool, Plumbing, Ultrasound, Human Services, Dietary Tech, CADD)
 - Offer interdisciplinary or stacked credentials to allow students to meet their specific goal
 - Offer a wide range of programming and delivery formats to provide increased flexibility
 - Develop programming and delivery methods based on what is most appropriate and effective and not because they are the least expensive
 - Offer programming in a variety of distance formats, at various locations, on limited days, and in compressed or extended time periods
 - Provide all necessary supports for teaching in non-traditional formats and locations: technology, student support services, funding, etc.
 - Develop a rotation system for offering programs at outreach centers to encourage sustainable enrollment and better utilization of resources
 - Develop more courses in arts, history, religion, diversity, sciences, languages and other general education areas
- Establish a monitoring system to ensure the quality of all programs, sections of classes, formats of and locations of delivery
- Develop a process to ensure accountability for the quality of all academic programs
 - Develop rigorous and relevant rubrics to assess student achievement appropriate to the level of study and degree awarded
 - Implement a process to ensure course objectives are met by each person teaching a given course
- Increase experiential learning opportunities
 - Consider incorporating service learning into academic courses or as part of graduation requirements

- Develop a community mentoring program that gives students the opportunity to meet and develop lasting relationships with community/business leaders over the course of their degrees
- Increase and regularly update articulation agreements to provide clear pathways for students who have career goals that require a degree beyond the associate level
- Provide access to a wide variety of supports within the College and through community partners with particular attention toward assisting underprepared students and students experiencing challenging life experiences
 - Work collaboratively to support students without pressure to retain or pass unsuccessful students
- The College will find ways to increase the role of advisory committees
 - Continue to develop strong relationships with advisory committees and EMCC
 - Define individual program involvement with advisory groups
 - Include past graduates and current students on program advisory committees
 - Include first- and second-year student representatives on all program advisory committees
- Develop a transparent system for program closure or reduction
 - Establish consistent criteria for the factors used to make determination to close, suspend or reduce a program
 - Ensure that all stakeholders impacted by program closure, suspension or reductions are involved and informed throughout the process

Students

EMCC will provide a student centered, engaging learning environment and equitable access to resources and services that support student success.

- The College will support students to enroll and work toward their career goals
 - Offer more night classes and online classes to increase enrollment
 - Support students to be successful in completing the programs in which they enroll
 - Provide students with similar opportunities to succeed regardless of their program of choice, academic capacity, and/or life experiences
 - Provide students more opportunities to engage with the campus and develop their potential as a citizen leader
 - Require mandatory “live” new student orientation
 - Provide options for course delivery that do not involve technology as the primary method of delivery, i.e. MyMathLab and other Pearson products
- Provide a wide variety of options for support when a student needs remedial work
 - Ensure that students identified for remedial work complete the work or develop a plan and a system of support to assist them in being successful when they enter their program
- Continue to offer a wide range of choice in course offerings, time and locations. (We continue to be highly focused on M-F 8-5. We may be missing opportunities and credit hour sales by not offering a wider range of weeknight and weekend classes)
- Improve Information Technology (IT) services to meet the increasing needs of faculty, staff and students
 - Increase access to Zoom technology
 - Increase student technology readiness
 - Require any student enrolled in an online class, to complete an Online New Student Orientation
 - Offer more online support for faculty and students
 - Utilize Student Technology Mentors-students trained to help other students, staff and faculty with their technology needs
 - Conduct college-wide assessment of digital literacy and information literacy skills of incoming students
 - Explore information/digital literacy assessment software such as Project SAILS (Standardized Assessment of Information Literacy Skills)
 - Continue to ensure ADA compliance for all online courses
 - Develop computer literacy course for those with minimal to no computer skills in order to be successful in class
 - Add an Instructional Technologist position
 - Provide a color printer for students at the Library
- Evaluate the feasibility of reinstating men’s and women’s basketball to EMCC

- Create a series of events or programs on campus that both students and faculty are encouraged to attend
- Expand the opportunities and types of internships, practicum and other learning experiences students can engage in
 - Develop a yearly two-day leadership institute/training for students in leadership positions, possibly in conjunction with Resident Assistant training
 - Ideas for topics include student engagement, conflict resolution, team building, drug/alcohol awareness etc. We suggest doing this on the System level and inviting all six campuses. It could rotate around the system and see if there are funds available from the System
 - Explore opportunities for students to study abroad and gain global experiences
- Provide activities that could include children of students
- Expand access to daycare/afterschool care on campus

Staffing

EMCC will ensure optimal staffing to fulfill its mission.

- Ensure sufficient, quality staff and faculty and commit to recruiting and retaining quality staff and faculty
 - Explore if there is a need to hire the following staff positions:
 - Instructional Technologist, Career Counselor, Payroll Technician, Training and Benefits Coordinator, Coordinator of Intramural Sports and Wellness, Coordinator of Marketing, Jenzabar Integrator, Accounting Technician, Accountant II
 - Explore if there is a need to hire faculty in the following areas:
 - Chemistry, Computer Systems Technology, Social Science, English, Medical Assisting, Medical Office Technology, Fine Arts, Fire Science
 - Add staffing in the Academic Affairs office to focus on assessment.
 - This person would not only serve as a repository for assessment evidence, but would also serve as a resource for faculty and administrators to assist in developing assessments and in tracking changes
 - Hire an additional counselor with the ability to work remotely with off campus centers to provide opportunities for more outreach, education, and programming
 - Hire a dedicated director of Career Services to operate an effective Career and Transfer Center
 - Increase advising staff by hiring an evening advisor
 - Increase the number of full-time faculty to reduce the reliance on adjuncts so that consistency of courses can be increased
 - Hire career counselors and transfer advisors with specialties in “occupational clusters” (health field, technology, etc.)
 - Hire a full-time marketing person
- Develop a process for Human Resources and department heads to determine the specific knowledge, skills and abilities needed for each new hire
- Ensure equitable access to faculty and staff for students in order to increase their level of success
 - Stagger office staff scheduling in order to accommodate evening and weekend hours (minimally 2 days a week) so students in evening or weekend programs have access to college services

Professional Development

EMCC will invest in equal access to meaningful and relevant professional development, recognition and support opportunities in order to create and maintain an employee base that feels valued and engaged.

- Invest in professional development
 - Provide employees with professional development funds regardless of budget considerations
 - Provide funding for sabbaticals regardless of budget considerations
 - Provide choice of workshops in conference style format on faculty development days
 - Increase amount of pedagogy best practices support by Academic Affairs (e.g.: “Brown Bag Lunches”, etc.)
 - Continue book (common read) discussion process
- Offer career growth opportunities through department succession planning
- Offer performance review plan best practices training
- Provide employee recognition events and activities
 - Sponsor an annual employee awards ceremony
 - Offer years of service awards
 - Share success stories
 - Share Employee Greats! Send out communication to campus community on employees who go the extra mile
- Expand daycare options for EMCC staff

Organization and Governance

EMCC will utilize a collaborative and inclusive governance structure to ensure that the mission and vision of the College is achieved.

- Maintain the new Governance Structure as a living document which will be reviewed and approved by the Faculty Senate, College Senate and the President's Cabinet at the beginning of each school year
- Ensure that the duties and responsibilities of the new organizational and decision making chart that was developed as part of the new Governance Structure document are clear
 - Make sure the College and Faculty Senate charters reflect the new responsibilities of the Governance Structure document
 - Rebuild the student government to be inclusive of our student population
 - Include a senator from each program, with multiple representation from Liberal Studies to ensure equal representation and include at-large representatives for students willing to participate but not necessarily voted in by their technologies
- Enforce the policy that the Mission/Purpose statement be reviewed annually
- Conduct an annual mission statement self-study survey to check the pulse of all stakeholders with regard to accessibility, understanding and fulfillment of the mission
- Continue to lead the Achieve the Dream initiative
- Continue using standing committees and standing teams to provide college wide representation for both strategic and tactical direction
- Create a standardized syllabi for courses with multiple sections to ensure that all students are receiving the same information as part of their instruction. This can be done without impinging on the instructors academic freedoms in regards to pedagogy, assessment and class management
- Replace the academic department structure with a division structure, using either one of the models already employed at one of our sister colleges or by creating a new structure
- Create a one stop service area for our students to help with the transition into college
- Move Student Success Center, TRIO, and Disabilities Services to Academic Affairs

Marketing

EMCC will consistently and creatively market the college's mission, programs and services to increase enrollment, improve access to resources necessary to deliver high quality programming, and provide the community with greater awareness and understanding of the social good of the organization.

- Utilize marketing strategically to support matriculation in low enrollment programs and maintain enrollment in programs that are full
 - Seek input and involve departments in marketing of their areas
 - Improve marketing strategies to attract students
 - Ensure that all marketing and public materials are accurate and consistent among formats and locations
 - Communicate which programs are offered at outreach centers and the main campus so that prospective students are aware of their options prior to applying
- Provide more success stories through various media including transferability and job placement success
- Advertise and market Career Center Services to students
- Display the Mission statement more prominently on the College website, and include all of the purpose statements
 - Include the mission statement on Twitter, the College's Facebook page, Instagram, Snapchat and Department-specific Facebook pages
 - Include the mission statement on marketing materials such as program information sheets, brochures, flyers, etc. (as we do on the back of EMCC faculty/staff business cards)
 - Make banners with the College Mission statement and prominently display in each building and off campus center
- Create a more user-friendly, current website which is also readily accessible on mobile devices
- Create additional strategies to use social media in targeted and creative ways to promote the College and reach students effectively

Funding and Budget

EMCC will develop an inclusive, mission centered budgeting process that provides adequate resources to deliver high quality programming and services.

- Include faculty as full participants in the entire budgeting process
- Expand the use of Financial Statements into planning and evaluation
- Develop a policy to allow multi-departmental use of capital assets (e.g.: heavy equipment in Diesel and Automotive departments)
- Develop additional funding sources for the College
 - Explore grants
 - Expand role of EMCC Foundation to fund repairs
 - Develop an Alumni organization to encourage post-graduate participation in college events and gives us a database that we can use for surveys, industry contact, and fund raising
- Fix or replace basic infrastructure needs of facilities
 - Include maintenance and repair in long-term budgets
 - Invest in maintenance and repair of older buildings
 - Fix or replace any leaking roofs including Rangeley Hall and Katahdin Hall
 - Repave parking lots
- Hold students accountable for their college bills
 - Require students to electronically sign Student Financial Responsibility Statements before receiving their student ID
 - Monitor financial aid and provide financial literacy workshops to students
 - Increase financial literacy with student opportunities such as in FYE classes
 - Implement late fees
 - Send bills to third party collections and implement proper procedures to add collection fees to balances, therefore potentially reducing loss to College
 - Create a set of instructions for students to better understand their bills
- Become a leader for environmental systems
 - Seek energy efficient grants to think outside the box
 - Install solar panels on top of our buildings
 - establish a bike co-op
 - Use School Dude or other room scheduling software to shut off rooms not being used to save energy
- Buy Great Skates building if the opportunity exists
- Maximize work-study opportunities

Data Informed Decision Making

EMCC will make decisions based on the analysis of quantitative and qualitative data.

- Continue to administer college surveys and communicate survey results
 - Conduct employer surveys to determine satisfaction with EMCC graduates
 - Conduct surveys to collect data on graduates
 - Offer an employee engagement survey such as PACE to help build a positive employee-employer relationship resulting in a more productive environment
 - Survey faculty and staff about how well the new website meets their needs
 - Conduct semi-annual surveys of employees for ideas on how the College could improve in its functioning and provide a summary of the feedback
- Improve assessment
 - Continue to refine and improve assessment data collection for the College's Essential Learning Outcomes and Program Learning Outcomes
 - Implement assessment and evaluation of all strategic interventions by collecting and analyzing data to determine how each intervention promotes student achievement
- Collect more data on the effectiveness of distance education and offer professional development for faculty teaching distance education courses and provide orientation for students enrolling in distant education classes
- Continue to assess current locations/resources to ensure student-centered services
- Collect data from students before and after the implementation of the new alert system to test its effectiveness
- Collect data from incoming students to try to measure how clear the initial information and process was entering the College
- Conduct usability testing to determine how well existing students can navigate the new website to find important College information
- Continue to distribute the student success profile data to departments and collect direct evidence on how the information is used to influence programmatic and instructional decision making and change

Communication

EMCC will develop and adhere to a bi-directional communication system that is honest, open, intentional, efficient, and responsive to changing needs.

- Create a structured communication plan to disseminate information and help facilitate transparency for all areas of the College
 - Hold Lunch & Learns/Student Forums on a monthly basis to discuss topics and information vital to the success of students on the EMCC campus
 - Bring more people to the table when decisions are made
 - Improve communication of the Planning and Evaluation Initiatives/Results
 - Reinstate the Administrative Calendar to provide the College community with specific dates of importance for College function which will create clear expectations of when resources (e.g. College Catalog) will become available
 - Provide the College Mission/Purpose statement to each program advisory board annually to aid them in setting direction for academic programs and as a tool for assessing program effectiveness
 - Broaden the use of SharePoint, the College's browser-based collaboration and document management platform
 - Offer an inclusive environment for campus decisions

- Improve faculty/student feedback
 - Deliver clear and consistent communication to all students regarding policies and procedures through a variety of modalities
 - Improve transparency and communication with existing students
 - Disseminate information on a bi-weekly basis using emails, MyEMCC posting, electronic signage, and the News Flush (bathroom readers) to all students regarding campus policies and procedures
 - Create additional strategies to inform incoming students about the typical financial aid process and timeline involved
 - Maintain better student contact info
 - Develop and implement a new alert system (similar to Rave) to improve communication with students in regard to important events and deadlines (Add/Drop, Registration, Withdrawal, etc.)
 - Communicate expected ELO's and PLO's to student populations. When presented with clear expectations students tend to rise to the level of expectation. When not aware of expectations, or unaware of how that will be assessed, students tend to flounder. Clear directions for students should be expected at every level
 - Develop a dedicated main campus hotline for remote students

Business and Industry

EMCC will work in collaboration with Business and Industry as this partnership is paramount to the success of the College's mission and vision.

- Commit to working on relationships within the local community
- Increase and strengthen Business and Industry partnerships
- Increase community partnerships for equipment and donations to improve the student experience
- Increase the amount of trainings offered through Business and Industry in order to cultivate stronger relationships in the community
- Seek out feedback from untapped businesses to research employment needs and also the general opinion of the College
- Collaborate with the Maine Career Center and Maine Workforce Development and other resources to secure scholarships and funding opportunities for students
- Offer more hobby or enrichment courses for non-credit

Advising and Career Services

EMCC will offer a strong, vibrant advising system that supports students in meeting their academic and career goals.

- Ensure each student receives academic advising from an advisor within their department
 - Develop structured and mandatory advising expectations for faculty
 - Improve and increase training for faculty academic advisors
 - Offer mandatory annual advising training to all faculty and staff
 - Encourage faculty to meet with students in a one-on-one advising setting and also incorporate group meetings with students and staff into classroom activities

- Provide students with access to transfer and career counseling services
 - Develop a Career Center to allow wider dissemination of career information and also provide assistance with resumes cover letters, and interview strategies
 - Partner with other established career centers (University of Maine, Husson) to provide services
 - Create a centrally located space for the Career and Transfer Center on campus
 - Acquire resources to fully stock the center – computers, software, inventories/assessments, etc.

Next Steps

Create a Strategic Plan Implementation Team

A cross functional team will be created by September 16, 2017, which will be charged with five distinct tasks:

- Work with the responsible manager for each initiative to review 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. The plan should utilize a formal process for documenting progress and results similar to the Implementation and Measurement Template found in Appendix F.
- Meet monthly with the President's Cabinet to get updates on implementation of action items
- Develop quantitative and qualitative measure of success to determine the effectiveness of implementation and its impact, to include (though not inclusive)
 - Student enrollment
 - Student success
 - fall to spring and fall to fall persistence
 - graduation and transfer rates
 - licensure/certification/job placement rates
 - Student engagement and satisfaction
 - CCSSE (Community College Survey of Student Engagement)
 - SSI (Student Satisfaction Inventory)
 - Faculty and staff engagement and satisfaction
 - PACE (Personal Assessment of the College Environment)
 - ICAT (Institutional Change Assessment Tool)
- 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

Appendix A. Community Leader Feedback Survey

EMCC Strategic Planning 2016

Community feedback

Please take a few minutes to give us your thoughts by responding to the following questions. Your individual responses will be combined into a summary report for use by the Strategic Planning team.

Thank you for helping us plan for our future!

1. What is your affiliation with Eastern Maine Community College (check all that apply)?

- Business leader
- Economic Development leader
- Educational leader
- Alumni
- Employee
- Friend of EMCC
- Other (please specify)

2. What are the greatest threats or opportunities on the economic horizon for your organization and consequently for the greater Bangor region?

3. How should or could EMCC focus its efforts to better serve the greater Bangor region?

4. What are EMCC's greatest strengths? What distinguishes EMCC from other institutions?

5. What does EMCC not do or not do well that it should begin doing?

6. How do you envision EMCC in the year 2021? In what ways will the college be different than what it is today?

7. If you have other information or insight that you would like to share that you haven't covered in your answers above, please feel free to do so below. If you prefer to speak with someone about additional feedback, leave your contact information and someone will follow-up with you.

8. Name (optional)

Appendix B. Strategic Plan Kickoff Event Presentation

- Committee Charge, Vision, and Planning Process
- Status and Evaluation of the Current EMCC Strategic Plan
- Alignment with Maine Community College System Strategic Plan and the New England Association of Schools and Colleges (NEASC) Accreditation standards



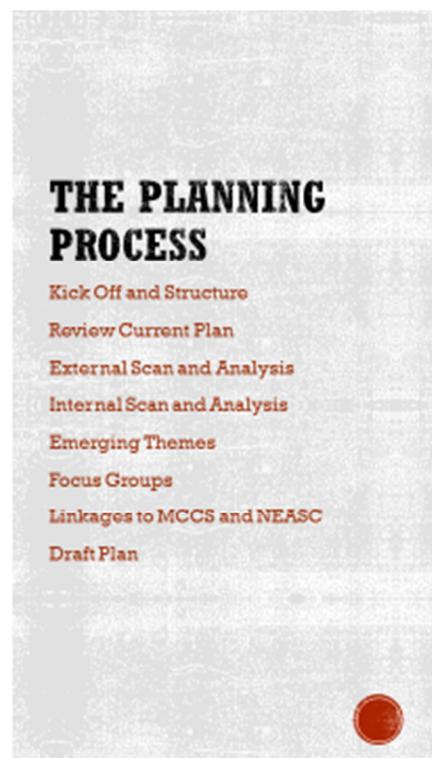
Important planning considerations:

- EMCC continues to be a **student-centric** institution with a core purpose of serving students, fostering their personal growth, supporting their academic achievement. (consideration of uniqueness in a region with multiple competitors)
- EMCC will continue to have **clear and relevant learning outcomes** to best prepare students to succeed in the 21st century global marketplace.
- EMCC will be known as a **strong partner** in our communities, cities, and region to foster success and growth.



STRATEGIC PLANNING ANSWERS THE FOLLOWING QUESTIONS:

- Mission:** Who are we? What is EMCC all about?
Where are we now? (Assessment)
- Vision:** Where do we want to go?
Where do we need to be? (Future State)
- Goals:** What do we need to do to get there?
How do we close the gap? (The Plan)
How will we monitor our progress? (Outcome Measures)



CURRENT EMCC STRATEGIC PLAN



MAINE COMMUNITY COLLEGE SYSTEM STRATEGIC PLAN: 2015-2020

- **Achieve Student Success through Improved Persistence, Transfer, Graduation and Employment Performance.**
- **Support Economic and Workforce Development.**
- **Invest in College Classroom Equipment, Facilities, and Programs.**
- **Maintain a High Standard of Accountability in all Programs and Services Offered Throughout the System.**



ALIGNING NEASC ACCREDITATION PROCESS WITH EMCC STRATEGIC PLANNING PROCESS

Work teams centered on strategic direction in each area of the NEASC standards

Mission and Purpose
Planning and Evaluation
Organization and Governance
The Academic Program
Students
Teaching, Learning and Scholarship
Institutional Resources
Integrity, Transparency, and Public Disclosure
Educational Effectiveness



Appendix C. Strategic Plan Development Timeline

September 12, 2016 – invite SWOT analysis feedback from community leaders

September 19, 2016 - Standard Team chairs recruited

September 26, 2016 – Steering Team Visioning meeting with community feedback

“Visions from Dr. Larson, Affinity diagram of feedback/areas of concentration”

October 3, 2016 – Strategic Plan kick off meeting

- Lisa – vision for the future
- Dan and Liz – overview of process
- Team chairs – introduce team leaders and their area of focus

October 14, 2016 – team membership completed through sign up survey/recruitment

October 17, 2016 - Standard team committee work begins

November 18, 2016 – Strategic Plan outline due

December 2, 2016 – Steering team review of outline compete, feedback to teams

February 17, 2017 – Strategic Plan rough draft due

February 24, 2017 – Steering team review of rough draft compete, feedback to teams

March 10, 2017 – Strategic Plan final draft due

March 17, 2017 – Steering team review of final draft compete, distribute to community for review and feedback

March 24, 2017 – Community feedback complete

March 31, 2017 – final edits based on feedback complete, presented to President Larson

Appendix D. Affinity Diagram Process

Cited from <http://www.leanyourcompany.com/methods/Using-Affinity-Diagrams.asp>

In most projects, brainstorming is a common tool used to gather issues. As a mechanism for allowing a group of individuals to get ideas and issues on the table brainstorming is hard to beat – however all too often such sessions generate large quantities of issues and these can become complex to review and difficult to interpret – it can also be challenging to highlight particular trends that the gathered issues may portray, finally following the brainstorming session, themes and thoughts may be forgotten.

There are however a variety of methods available to analyze and group the outputs of such team meetings, in order that gathered ideas can be efficiently utilized. Of these methods, Affinity diagrams represents an excellent tool to both group ideas in a logical way and capture themes that have developed during the brainstorming.

Created in the 1960's by Jiro Kawakita, Affinity diagrams allows large numbers of ideas to be sorted into groups for review and analysis. These, simple to produce, diagrams are particularly useful with large group where ideas which are generated at a fast pace require to be organized.

The process for producing the Affinity diagram is easy enough:

1. Conduct a brainstorming meeting
2. Record ideas and issues on post-it-notes or cards
3. Gather post it notes/cards into a single place (e.g. a desk or wall)
4. Sort the ideas into groups based on the team's thoughts. Continue until all cards/notes have been sorted and the team is satisfied with their groupings.
5. Name each group with a description of what the group refers to and place the name at the top of each "group".
6. Capture and discuss the themes or groups and how they may relate.

Appendix E. Strategic Plan Development Team Composition

Steering Committee co-chaired by Dan Crocker and Liz Russell

- Team 1 – Mission and Purposes (Stacy Green)
- Team 2 - Planning and Evaluation (Lucy Moon)
- Team 3 - Organization and Governance (Hal Casey)
- Team 4 – The Academic Program (Jane Loxterkamp)
- Team 5 – Students (Natalie Degerstrom)
- Team 6 – Teaching, Learning and Scholarship (Keith Moon)
- Team 7 – Institutional Resources (Janet Elvidge)
- Team 8– Educational Effectiveness (Connie Ronco)
- Team 9 – Integrity, Transparency, and Public Disclosure (Sarah Sawyer, Gabe Perrow)

Team Membership

- Team 1 – Mission and Purposes (Stacy Green)
Deb Rountree, Rick Gomm, Rick Thomas, Luke Bulley, Elizabeth Castro, Robb Freeman, Les Stackpole
- Team 2 - Planning and Evaluation (Lucy Moon)
Sally Hall, Michelle Bladen, Melissa Boyan, Terri Adam, Amy Guiggey, Tim Conroy
- Team 3 - Organization and Governance (Hal Casey)
Brad Bailey, Joe Devou, Kris Kelley, Jerry Hayman, Chris Beaumont, Michael Frigm
- Team 4 – The Academic Program (Jane Loxterkamp)
Heather Merrill, Kim Campbell, Donna McLaughlin, Nathan Scott, Mary Ellen Pederson, Anna Arquette, Helena Ford
- Team 5 – Students (Lon Bagley/Natalie Degerstrom)
Charlie Veilleux, Chris Whalen, Hope Holyoke, Katie England-Lawler, Angela Parks, Vickie Call, Kathy Crise, Alyssa Gervais
- Team 6 – Teaching, Learning and Scholarship (Keith Moon)
Cornel Plebani, Tisha Clark, Thom Annotte, Armand Auclair, Jonathan Kill, Lynn Manion, Bill Dorrity
- Team 7 – Institutional Resources (Janet Elvidge)
Cynthia Geaghan, Nathan Tapley, Jodi Vail, Cynthia Young, George Hanson, Jack Liimakka, Matthew Potter, Melanie Landry, Gini Ernst
- Team 8– Educational Effectiveness (Connie Ronco)
Toby Pelletier, Francesca DeSanctis, Liz Saucier, Pamela Beyer, Mark Janicki, Chris Easton, Jon Tierney
- Team 9 – Integrity, Transparency, and Public Disclosure (Gabe Perrow, Sarah Sawyer)
Pilar Burmeister, Rusty Brown, Brian Welsh, Mark Nisbett, Lowell Gardner, Troy Blodgett, Jenn Khavari, Rob Pelletier

Appendix F. Implementation and Measurement Template

Strategic Plan Initiative <i>(Sample)</i>	Action Items	Assessment / Measures	Key Performance Indicator (KPI)	Oversight	Timeline	Status	Comments
11. EMCC will offer a strong, vibrant advising system that supports students in meeting their academic and career goals.	11.a Develop a Career Center to provide info about careers and job openings	11.a.1 Increase number of students using career services 11.a.2 Student satisfaction as measured by SSI	11.a.1 10% increase in students seeking career services info 11.a.2 Increase in SSI satisfaction on career items on survey	Dean of Enrollment Management Dean of Students	FY1718	In process	Will collaborate with UM and Husson