



February 14, 2020

Senator Rebecca Millett
Representative Victoria Kornfield
Joint Standing Committee on Education and Cultural Affairs
100 State House Station
Augusta, ME 04333-0100


Dear Senator Millett and Representative Kornfield:

As you know, Public Law 2015, Chapter 261 created the Public Higher Education Systems Coordinating Committee (HECC). The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System (UMS) and the Maine Community College System (MCCS). It is also charged with submitting a report of its work to the Joint Standing Committee on Education and Cultural Affairs and to the Governor annually.

Our report for 2019 is attached. Despite the past year bringing new leaders of both systems as well as among the membership of our respective Boards of Trustees, the collaboration between the UMS and MCCS has never been stronger. And with talent and innovation at the heart of the state's new 10-year economic plan – which both systems contributed to the development of – nor has the importance of our distinctive yet complementary missions to moving the people of Maine and our economy forward.

At the same time, the two systems face tremendous pressure in large part due to the declining number of Maine high school graduates and limited State resources. As this report details, we are working together to tackle these challenges. For example, the two systems, along with the Maine Maritime Academy, worked over the last six months of 2019 to develop recommendations to the Legislature for ways to address the deferred capital maintenance and imminent need of these vital public institutions, which combined now exceeds \$1 billion.

We look forward to meeting with the Committee in the coming weeks to discuss our continued collaborations for the benefit of our students and our state. As we believe the report and our briefing will make clear, we continue to collaborate closely to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions by tuition and taxpayers.

Sincerely,

Chancellor Dannel P. Malloy
University of Maine System


President David Daigler
Maine Community College System



Report of the Public Higher Education Systems Coordinating Committee

**Submitted to the Joint Standing Committee on Education and Cultural Affairs
and Governor Janet T. Mills**

February 15, 2020

I. INTRODUCTION

Public Law 2015, Chapter 261 (LD 1441) created the Public Higher Education Systems Coordinating Committee to recognize more formally the importance of cooperative efforts between Maine's two systems of higher education. The Committee is comprised of the Chancellor of the University of Maine System (UMS), the President of the Maine Community College System (MCCS), and the chairs of both systems' Boards of Trustees. The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System and the Maine Community College System. A copy of the law is provided in Appendix A.

Signaling their strong commitment to joint efforts that enhance the educational and economic health of our state, the Boards of Trustees of UMS and MCCS subsequently passed a joint resolution in 2016 encouraging continued and expanded collaborations between the two systems. (Appendix B.)

This annual report, the Coordinating Committee's fifth, documents the myriad collaborative efforts currently underway across our two systems to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions by tuition and taxpayers. It details how the two systems are working in close collaboration with each other and, through MaineSpark, a statewide coalition of organizations, to increase the higher education attainment rate in Maine so that 60 percent of Maine adults will hold postsecondary education and workforce credentials that position them and our state's economy for success by 2025.

As we enter the new decade and undergo significant leadership transitions (Chancellor/President and Boards of Trustees), both systems remain focused on the collaborations required to advance Maine towards this critically important attainment goal.

II. REPORT OF CURRENT ACTIVITIES

In order to provide as many Mainers as possible with the education and skills necessary to thrive in the state's changing economy, both UMS and MCCS are working together to remove barriers and increase access to higher education and, once a student is enrolled, to provide them with the supports and pathways they need to achieve their educational goals as quickly and affordably as possible.

This section details how the two systems are coordinating efforts to improve access and student success, and, at the same time, ensure the efficient and cost-effective delivery of educational programs and services across the state.

Much of this important work is led by the MCCS Chief Academic Officer Janet Sortor and the UMS Associate Vice Chancellor for Student Success and Credential Attainment Rosa Redonnett together with a committee of academic deans and faculty from the two systems who work in close collaboration.

A. Access

Maine's college going and completion rates lag those in the rest of New England; as a result, not enough Maine people have the skills and credentials the state's economy needs to grow and sustain good jobs at good wages. This challenge is compounded by the fact that the state's aging population means that its labor force will continue its steady decline over the next 15 years. At the same time, rapid technological change will continue to transform Maine's economy and demand even higher skill levels of both incumbent and future workers. In short, many more Maine people must be prepared and able to attain additional training, education, and skills and the credentials that document their attainment.

These realities shape and drive many of the strategic, coordinated access efforts underway across our two systems. Those efforts are targeted at increasing the number of Maine high school students who enroll directly in college after graduating from high school and at serving the 54 percent of Maine adults who do not hold a credential of value beyond a high school diploma.

The two systems continue to work collaboratively to ensure that Maine's high school students have access to Early College programming, including dual enrollment (online and on campus) and concurrent enrollment (courses taught by qualified high school teachers at the high school).

Highlights from the past year include:

- **Advocacy and Education Materials**

UMS and MCCS have worked together to create, print, and distribute a variety of educational materials to school counselors at all of Maine's public high schools and CTEs. The goal has been to ensure students, counselors, and parents understand the importance of purposeful selection

of courses for better alignment with academic programs when students matriculate. These documents included:

An Early College Pathways Map - to help make the connection between Early College courses, Maine college programs, and potential careers. This was produced in a large 2x3 poster sized map for school use and in a take-away flyer version.

Credits with a Purpose flyer - to help students, families, and school officials understand the importance of intentional course selection.

Send Your Scores – the M CCS and UMS continue to work in collaboration with secondary school districts to increase college and work readiness. Using the State’s assessment tools as a leading indicator, high school students are encouraged and supported to send their standardized test scores as the first step in applying to college and to use feedback from assessments taken earlier in their high school career to take additional or targeted classes in 11th or 12th grade to improve the skills they need to better prepare for college or work.

One such opportunity was the *Rural Challenge*. During the 2018-19 school year, Maine high schools were invited to participate in the Maine Rural and Small Schools Practice Challenge to encourage more students to use Official SAT Practice (OSP) on Kahn Academy to improve their skills. In total, 14 districts participated in the Challenge, with Hall-Dale High School, Lee Academy, and Washington Academy winning awards funded by the Chan-Zuckerberg initiative. The M CCS and UMS supported the high schools and students participating, leveraging outreach and events and lab space on our campuses to encourage students to practice. We continue to see more and more students using OSP to improve their skills, particularly in math, and we have expanded the message of Send Your Scores to encourage students to use OSP.

- **Inaugural Maine Early College Symposium**

On May 21, 2020, the UMS, M CCS, and Bridge programs will jointly host an Early College Symposium with the theme "Equity and Access in Maine's Public Early College Programs." This event will be held at the University of Maine campus in Orono. The keynote will be a national leader in early college work from the Technical College System of Georgia. Attendees will include secondary school officials and teachers, college-level staff and administration, college access groups, MDOE staff and administrators, and UMS and M CCS system-level representatives.

- **Canusia - Online Dual/Concurrent Enrollment Software.**

The UMS and M CCS are collaboratively working on a data sharing agreement to facilitate the implementation of an online software program to process Early College applications. The UMS currently uses this system, and it has provided students statewide with greater access and diversity in their Early College options. In order to serve Maine students and schools best, UMS invited M CCS to join the same platform through a piggyback contract. The data sharing agreement and statewide use of the same application system will provide a seamless experience for Maine Early College students in our public institutions. College advisors and school counselors will also be able to guide and monitor student activity more effectively. Working together, we will be better able to track student's course-taking patterns between both systems to ensure purposeful selection of courses. The joint system will also help improve consistency in

the application process and improve our reporting to the Department of Education related to Aspirations funding.

B. Adult Attainment

The MCCS Chief Academic Officer and UMS Associate Vice Chancellor for Student Success and Credential Attainment continue to play a leadership role in MaineSpark's Adult Promise efforts to increase opportunities for adult learners to attain a college degree or credential of value. In addition to that work, the systems are collaborating on several projects to expand opportunities for Mainers to earn credentials of value and to have access to career pathways. A new initiative led by the UMS and funded by the Lumina Foundation is **All Learning Counts (ALC)**, which is a partnership of 11 of the state's leading education and workforce development organizations that are focused on increasing the educational attainment of the workforce to fill the jobs that will grow the economy and provide a high quality of life for Maine's people. The project focuses on identifying and meeting the needs and barriers of Maine's under-represented populations in credential attainment, with a focus on four groups: people of color, Native Americans, those who are incarcerated, and low-income learners. The ALC partnership is working to develop and implement credentialing pilot programs to test new ways to meet the needs of under-represented groups with a particular focus on developing and awarding microcredentials and building credential pathways.

All Learning Counts builds upon the microcredential framework developed collaboratively by the **Maine State Badge Eco-System**, a joint initiative of MCCS and UMS. Microcredentials, a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills, are being integrated by both systems as first-step credentials on learning pathways, as mastery pathways for professional development, and everything in between. These credentials indicate mastery of soft skills such as student leadership, hard skills such as IT Information Help Desk, or complementary skills to other credentials such as Information Literacy. As a part of that work, the systems are in the process of issuing a joint RFP for a digital badge/microcredential platform that allows learners and issuers to share electronic evidence of learning, i.e. microcredentials, that is accessible to both the learner and to potential employers and that allows sharing of credentials on social media.

The Systems' microcredential work aligns to the development of the Credential Registry across New England. Supported by the New England Board of Higher Education and the Credential Engine, UMS and MCCS are working together with representatives from three other New England states to build out a national database of post-secondary credentials. The initiative will make the higher education marketplace as accessible and transparent as possible to potential students and to employers.

This winter MCCS has launched a research study specific to adults in Maine who started at a Maine community college and did not finish. The UMS is acting as a resource for this work. One of the expected goals coming out of this important research will be the development of a joint "aspirational" campaign to encourage more adults in Maine to start or complete a credential or degree at one of our institutions.

C. Pathways to Student Success

To have a meaningful impact on the state's workforce challenges, increased educational access must be accompanied by supports that enable individuals, once enrolled, to be successful in their pursuit of their educational goals. Much of the work of improving student outcomes is classroom based and specific to the individual student. However, UMS and MCCA recognize that policies and practices at the system level can have a major impact on a student's ability to obtain a degree as quickly and affordably as possible. As a result, the two systems are working to make as seamless as possible the pathways that lead to successful college completion. To that end:

- A comprehensive **block transfer** agreement between the two systems that went into effect in Fall 2016 continues to make it possible for students enrolled in the associate in arts degree at any one of the state's community colleges and public universities to transfer up to 34 credits of their general education requirements, for full credit, to any of the other institutions within the two systems.
- In addition to the block transfer agreement, other articulation agreements (Appendix C) between the two systems are designed to help ensure that students are able to earn all of the college credits and credentials to which they are entitled. The MCCA/UMS **reverse transfer** agreement enables MCCA students who transfer to the UMS before earning a community college credential to transfer credits earned at the UMS back to the community college to complete their MCCA degree or certificate.
- In June 2019 the MCCA and UMS hosted Complete College America Maine at Eastern Maine Community College (EMCC). The statewide convening brought together over 160 faculty and staff from across the two systems and was led by our partners at Complete College America (CCA) to discuss key strategies, metrics, and best practices from around the country that are focused on closing achievement gaps, boosting graduation rates, and ensuring student success. The convening paid particular attention to those CCA "game changers" already under consideration or underway across MCCA and UMS; particularly math pathways, co-requisite support, academic maps with proactive advising, and strategies for supporting returning adults. The convening assisted UMS and MCCA in furthering collaborative efforts to build student-centered, seamless pathways to success across Maine's public colleges and universities.
- The two systems are discussing the creation of broad transfer pathways within various liberal arts disciplines (e.g., arts and humanities, STEM, healthcare, etc.). As envisioned, these **guided pathways** would lead from community college to a corresponding path at the UMS. Such pathways are designed to provide students with an early and clear road map of the courses they need to take to complete a degree in as timely and cost-effective a way as possible and to provide them with guidance and support to help them stay on their chosen path.

- The two systems continue their work to build and implement **mathematics pathways** that are closely aligned with and relevant to a student's career aspirations and enable him or her to make timely progress towards completion of a certificate or degree. With the curricula and learning outcomes of UMS and MCCC foundational math courses more closely aligned, students transferring from MCCC to UMS will be better prepared to succeed in these courses, will not repeat course content in the math sequence across colleges, and will be on track to earn a bachelor's degree in two years (assuming they have earned an MCCC associate degree). The math pathways initiative is also aligned with efforts to create the guided pathways mentioned above. With math alignment between the MCCC and UMS completed, we will begin developing the appropriate math requirements for each guided pathway. The effort is supported by the Charles A. Dana Center at the University of Texas, Austin and is part of a nationwide initiative to foster student success and increase college retention and completion.

The two Systems are also continuing work on implementing Math Pathways statewide. Maine is one of 20 states participating in a national initiative to create clear and complementary alignment in mathematics from secondary to post-secondary education. As a part of the Collaborative Board of Mathematical Sciences High School to College Mathematics Pathways: Preparing Students for the Future, the Systems have formed the Maine Math Pathways Collaborative (MMPC), a partnership of the MCCC, UMS, Educate Maine, Somerset CTE, and the Maine Department of Education. The goals of the collaborative are to articulate and align multiple math pathways between high school and higher education, align workforce needs in mathematics; recommend strategies to improve data gathering and evaluation; and develop and implement a pilot for multiple math pathways in Maine. MMPC held its first statewide meeting in October and has engaged school districts and constituent sectors across Maine. This effort is sponsored by the Collaborative Board of Mathematical Sciences in collaboration with the Charles A. Dana Center at the University of Texas, Austin.

- Finally, the two systems have adopted a common online cloud-based learning management system (LMS), Brightspace from D2L. This application supports blended and fully online courses through a learning environment, learning repository and ePortfolio. Using a common application has allowed the systems to collaborate in its implementation and on professional development for users. It will also provide our students with a common online experience, which we hope will impact student success especially for those who transfer between the two systems. We also hope to use Brightspace to support learning outcomes assessment and to provide opportunities for sharing curriculum.

MCCS and UMS Transfer and Articulation Agreements

Every year, some 700 MCCS students transfer to the University of Maine System. In addition to the transfer pathways detailed in this report, UMS and MCCS also have numerous transfer (or “articulation”) agreements between and among the individual institutions. These agreements provide additional clarity and consistency for students enrolled in specific programs of study, especially those programs that are technical or occupational in nature and directly connected to the workforce needs of the state.

In all, UMS and MCCS now maintain and regularly update more than 150 articulation agreements between specific programs of study with new agreements added annually. A complete list of these agreements is included in Appendix C.

Some of these agreements are between multiple partner institutions and some extend agreements beyond programs of study to include admissions and support services. Examples include:

Connected Pathways: This agreement with the University of Southern Maine (USM) provides students enrolled in selected programs at Central Maine Community College (CMCC), Southern Maine Community College (SMCC), and York County Community College (YCCC) with a clear pathway and streamlined admission to compatible programs at USM upon completion of their associate degree. USM provides participants with advising and support services, waives its application fee, and guarantees enrollment as a junior to a compatible program of study for those community college graduates who maintain an overall grade point average of 2.0 or higher. Among its many benefits, the program is designed to keep students in some 25 programs of study from having to take unneeded credits once enrolled at USM. Through Connected Pathways, the schools have also created a professional community of practice to share strategies and create coordinated efforts to remove barriers and improve student completion and transfer.

Pathway to the Future: The Washington County Community College (WCCC) and the University of Maine at Machias (UMM) Pathway to the Future/Dual Admission Program codifies the curricular pathways available to Downeast students who wish to start their college career at WCCC and then matriculate into specific programs at UMM. The program provides mutual academic support for students, joint enrollment between the two institutions, and other collaborative projects.

Abbreviation Guide

University of Maine System (UMS)

University of Maine (UM)
University of Maine at Augusta (UMA)
University of Maine at Farmington (UMF)
University of Maine at Fort Kent (UMFK)
University of Maine at Machias (UMM)
University of Maine at Presque Isle (UMPI)
University of Southern Maine (USM)

Maine Community College System (MCCS)

Central Maine Community College (CMCC)
Eastern Maine Community College (EMCC)
Kennebec Valley Community College (KVCC)
Northern Maine Community College (NMCC)
Southern Maine Community College (SMCC)
Washington County Community College (WCCC)
York County Community College (YCCC)

D. Shared Academic Programs, Services and Facilities

UMS and MCCS work together in numerous ways to make the most efficient use of resources. Examples of current shared efforts include but are not limited to the following:

1. Shared Academic Offerings

- UMF partners with SMCC to deliver its Early Childhood Education B.S. degree on the SMCC campus. Birth-5 and Pre-K-3 certification programs, as well as the Early Care and Education track are available to all participants. Students may be graduates of SMCC's associate degree program in Early Childhood or they may be working, place-bound individuals living in the southern Maine area. SMCC provides classroom space and UMF faculty deliver the courses through a hybrid delivery format which is helping to address the early childhood educator workforce shortage.
- SMCC's USM's hospitality programs host events that are run by both SMCC and USM students on the SMCC campus.
- UMFK and MCCS will be piloting an agreement this spring to enable Associate of Science (AS) Nursing students to enroll in up to four RN-to-BSN courses while still enrolled in their AS program. The selected courses will be adjunctive to AS nursing courses but will not compete with the AS curriculum. This program will enable students who choose this option to reduce both the time and cost of an RN to BSN program.
- WCCC has completed four pathway agreements with UMA including in Business, Human Services, and Computer Technology. They are presently working toward completion for Conservation Law and Liberal Studies.
- SMCC/UMF have a faculty academic collaboration summit planned for Feb. 28 on the SMCC campus to bring faculty from both schools together to plan pathways between programs for students. Areas to be represented including, but are not limited to, computer science, community health, outdoor recreation, rehabilitation services, secondary education and special education.
- WCCC and UMM offer a shared program in Medical Assisting at the UMM Campus; WCCC's Medical Assisting courses are delivered at UMM and the students take academic courses through UMM.

- WCCC and UMM also collaborate on UMM's Geographic Information Systems Technology (GIS) program. Students complete their first two years of the program at WCCC. Both schools are collaborating on approaches to increase enrollment in the GIS program.
- EMCC's EMT-Basic course is regularly offered at UM, and WCCC offers it EMT courses to students at UMM.
- NMCC and UMPI have a Student/Course Exchange Program that allows students, faculty and staff to take up to six credits hours and pay the lower rate of tuition at the host institution. UMPI/UMFK are also currently establishing a joint admissions office on-site at NMCC to support transfer between the two systems.
- NMCC has created a Water Treatment Technology Program, included in the program are two environmental science courses that will be provided by UMPI.
- The EMCC Liberal Studies chairs are working with the UMaine Honors program to establish a similar program at EMCC.
- USM invites SMCC and KVCC students to participate in its annual student research conference, Thinking Matters.
- KVCC has UM faculty on its liberal studies advisory committee and on the Honors Program committee.
- KVCC works closely with UM Extension and collaborates on delivering short business and industry training on agricultural business and technology topics throughout the year. This includes strengthening connections between MCCS Hinckley Farm and UM Extension to support both credit-bearing courses and non-credit training.
- YCCC's Computer Science department is working closely with UMA's Cybersecurity and Computer Science programs to establish a cybersecurity certificate at YCCC. This includes YC faculty being trained as a Train-the-Trainer at UMA's Cyber Range and utilizing the cyber security lab for training and development in real-world scenarios.

2. Shared Facilities and Equipment

- UMS and MCCS off-campus centers are co-located in Dover-Foxcroft, East Millinocket, South Paris, Ellsworth, Houlton, and at Brunswick Landing where SMCC's MidCoast campus and UMA's University College at Bath/Brunswick work in close collaboration. Co-location has many benefits. For example, EMCC's Associate of Science in Nursing began in Fall 2019 in Ellsworth along with the start of UMA's BS in Nursing at that center. This will allow for collaborative offerings of some of the general education requirements for both programs.
- The UMS Cooperative Extension holds several events a year on the KVCC Alford Campus/Hinckley Farm.
- WCCC and UMM share UMS Polycom assets for various MCCS/UMS meetings. This saves on the costs of travel and maintaining separate systems.
- UM provides access to Fogler Library to EMCC students.
- Students at NMCC and UMPI attend student events at no cost on either campus.

- The SMCC and USM Athletic Departments share facilities when one is over-scheduled or unexpected problems arise.
- SMCC and USM facilities managers collaborate prior to storm closings and coordinate where it is prudent to do so.
- UMS and MCCS provide access to office equipment and space to staff from the Maine Educational Opportunity Center (MEOC), a federally funded initiative under Title IV that promotes access to postsecondary education for traditionally underrepresented populations.

3. Shared Services

Both UMS and MCCS have issued RFPs that afford procurement of goods and services by the other system under equal pricing and terms. The goal: to secure the best possible pricing for each campus, reduce duplication of purchases, and reduce time spent on developing RFPs and bidding out for the same services.

- UMS purchasing collaboratives are open to MCCS. MCCS joined the purchasing group based on the information it received while working with UMS during the review of the Net Energy Billing Agreement.
- As a result of the legislatively established Task Force To Recommend a Sustainable Funding Model for Maintaining Maine's Public Higher Education Infrastructure, the UMS, MCCS, Maine Maritime Academy (MMA) and the State of Maine are currently seeking a vendor through a joint RFP to implement a common data-driven facilities benchmarking and analysis process.
- UMS has ensured that on-call service contracts (e.g., the UMS Honeywell contract) allow the MCCS and MMA the ability to utilize them
- MCCS participates with the UMS purchasing department on photocopy rentals and office supplies through OfficeMax.
- UMPI's Student Health Services Department and NMCC share a Certified Registered Nurse/Nurse Practitioner.
- Sodexo contracts at SMCC and USM have allowed the food service provider to share some personnel resulting in lower costs for both institutions.
- FAME has issued some RFPs that include both the UMS and MCCS on student default management and financial literacy for students.
- In the coming year, the two systems will explore additional opportunities to leverage these "piggyback" procurement clauses in the interest of improving goods and services while ensuring best value.

D. Different Missions. Shared Goals.

The University of Maine System and the Maine Community College System together enrolled 46,706 students in Fall 2019 with a shared goal: advance educational and economic opportunities for the people of Maine. The two public systems are designed to achieve this goal in distinct ways. With talent and innovation at the heart of the new 10-year statewide economic plan, these complementary missions have perhaps never been more important. The university serves as the state's leading provider of baccalaureate and graduate degrees to meet Maine's educational and workforce needs, attracts nearly 6,000 out-of-state students annually, provides community-sustaining service, and builds Maine's economy through innovative research and development. Maine's community colleges are focused on one- and two-year programs of study that are designed to meet the educational, occupational and technical needs of Maine citizens and the workforce needs of the state's employers, as well as shorter-term training. Collaboration between Maine's public universities and community colleges is critical to the ability of both to achieve their critical mission. As detailed in this annual report, the two systems continue to work closely together to provide Maine and her people with the skills needed to prosper and thrive.

Appendix A
Maine Revised Statutes
Title 20-A: EDUCATION
Chapter 1: GENERAL PROVISIONS

§9. PUBLIC HIGHER EDUCATION SYSTEMS COORDINATING COMMITTEE

1. Committee established. The Public Higher Education Systems Coordinating Committee, referred to in this section as "the committee," is established to promote efficiency, cooperative effort and strategic planning between the University of Maine System and the Maine Community College System, referred to in this section as "the systems."

[2015, c. 261, §1 (NEW) .]

2. Membership. The committee consists of the Chancellor of the University of Maine System, the Chair of the Board of Trustees of the University of Maine System, the President of the Maine Community College System and the Chair of the Board of Trustees of the Maine Community College System. The members of the committee may appoint designees to a subcommittee.

[2015, c. 261, §1 (NEW) .]

3. Duties. The committee shall seek to achieve greater collaboration and cooperation between the systems in order to address issues including, but not limited to, the following:

A. Improving college affordability; [2015, c. 261, §1 (NEW) .]

B. Minimizing or eliminating barriers to student transfer between the systems; [2015, c. 261, §1 (NEW) .]

C. Reducing unnecessary duplication of programs between the systems; [2015, c. 261, §1 (NEW) .]

D. Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources; [2015, c. 261, §1 (NEW) .]

E. Recommending changes to state laws that would improve the systems' efficiency or effectiveness; [2015, c. 261, §1 (NEW) .]

F. In consultation with the President of the Maine Maritime Academy and the Chair of the Board of Trustees of the Maine Maritime Academy, investigating and pursuing opportunities for collaboration and resource sharing with the Maine Maritime Academy. The committee shall notify the President of the Maine Maritime Academy of committee meetings and agenda items; and [2015, c. 261, §1 (NEW) .]

G. In consultation with the commissioner and the chair of the state board, investigating and pursuing opportunities to improve college preparation, transition and completion for Maine's secondary students, including supporting early college opportunities and improving credit transfer between secondary and postsecondary school systems. [2015, c. 261, §1 (NEW) .]

[2015, c. 261, §1 (NEW) .]

4. Meetings. The committee shall meet at least twice each year and the committee members' designees may meet more frequently. The chancellor shall convene the first meeting of the committee by October 15, 2015. The committee shall establish a meeting schedule, and the initial work must include an accounting

of the members' prior and current efforts to promote efficiency, cooperative effort and strategic planning between the systems. The committee shall elect a chair from among its members to serve for a term to be determined by the committee.

[2015, c. 261, §1 (NEW) .]

5. Reporting. The committee shall report succinctly on its deliberations and any recommendations to the Governor and the joint standing committee of the Legislature having jurisdiction over education matters by February 15th each year.

[2015, c. 261, §1 (NEW) .]

SECTION HISTORY

1995, c. 395, §J1 (NEW) . 2003, c. 20, §002 (AMD) . 2003, c. 20, §004 (AFF) . 2013, c. 368, Pt. DDDDD, §1 (AMD) . 2015, c. 261, §1 (RPR) .

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Appendix B

JOINT RESOLUTION OF THE BOARDS OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM AND MAINE COMMUNITY COLLEGE SYSTEM

Whereas, the Maine Legislature enacted Public Law 2015, Chapter 261 (LD 1441) to establish the Public Higher Education Systems Coordinating Committee ("Coordinating Committee") in order to promote efficiency, cooperative effort and strategic planning between the University of Maine System ("UMS") and the Maine Community College System ("MCCS");

Whereas, the law requires the Chancellor and Chair of the Board of Trustees of UMS, President and the Chair of the Board of Trustees of MCCS to meet at least twice a year to discuss:

- Improving college affordability;
- Minimizing or eliminating barriers to student transfer between the systems;
- Reducing unnecessary duplication of programs between the systems; and
- Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources.

Whereas, on February 3, 2016, the Coordinating Committee submitted to the Maine Legislature's Joint Standing Committee on Education and Cultural Affairs a complete account of the members' prior efforts to promote efficiency, cooperative effort and strategic planning between the Systems;

Whereas, the Boards of Trustees of UMS and MCCS, each agree with and adopt as their own those goals and purposes expressed in the law for the Coordinating Committee; and

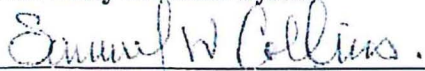
Whereas, the Boards of Trustees of UMS and MCCS each find and agree that it is in their mutual interests to complement each System's efforts to achieve the best educational outcomes for students and maximize degree attainment for Maine's citizens and workforce with relevant, accessible and affordable certificate and degree programs;

NOW, therefore, it is resolved:

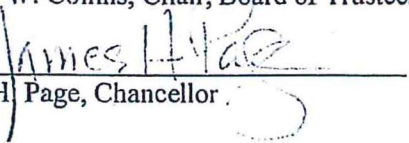
1. The Boards of Trustees of each System encourage:
 - a. The UMS Chancellor and MCCS President to confer regularly on matters of mutual interest, to share best practices, and to collaborate where operationally compatible and financially efficient;
 - b. University and College Presidents to regularly collaborate and coordinate among them, and to encourage and enable their academic and student staff, faculty, and administrators to do the same, to confer regularly on matters of mutual interest, with a primary focus on strengthening academic pathways and transfer opportunities, sharing of local resources, and coordination of regional population attraction efforts;
 - c. Academic Affairs leaders of the Systems to continue their regular ongoing efforts regarding remediation, dual enrollment, pathways, and transfer;
 - d. System administrative function heads to look for opportunities for collaborating, achieving economies of scale, and sharing resources; and
 - e. The General Counsels of the Systems to continue to confer regularly to discuss best practices, policies and procedures that efficiently promote effective legal compliance, student legal affairs management, insurance procurement and risk management.
2. That each Board, in its discretion, encourage the Presidents of the Universities and Community Colleges to submit to each System head summary written reports of their collaborations and activities, including where interactions were not found to advance the purposes of the law and this resolution, by June 30 and December 30 each year.

Signed this 15th day of December, 2016.

University of Maine System

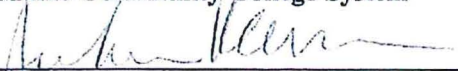


Samuel W. Collins, Chair, Board of Trustees



James H. Page, Chancellor

Maine Community College System



Jean Ginn Marvin, Chair, Board of Trustees



Derek Langhauser, President

Appendix C

Program-to-Program Articulation Agreements between University of Maine System and Maine Community College System

This list of transfer agreements does not include System-wide agreements focused on block transfer, reverse transfer, and liberal studies transfer (Advantage U).

Central Maine Community College	
CMCC Degree	Transfer Degree
A.S. in Nursing	UMA B.S. in Nursing (B.S.N)
A.S. in Nursing	UMFK B.S. in Nursing (B.S.N.)
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Physical Fitness Specialist	USM B.S. in Health Sciences
A.S. in Life Science	USM B.S. in Health Sciences, Pre-Professional Track
A.A.S. in Physical Fitness Specialist	UMS B.S. in Health Sciences
A.A.S. in Criminal Justice	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Early Childhood Education	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Human Services	USM B.A. in Psychology Early Childhood Studies Concentration
A.S. in Computer Technology	USM B.S. in Information Technology
A.A.S. in Computer Technology	USM B.S. in Technology, Concentration in Information and Communications Technology
A.A.S. in Precision Machining Technology	USM B.S. in Technology Management, Concentration in Precision Manufacturing
Eastern Maine Community College	
A.A.S. Civil Engineering Technology	UM B.S. Construction Engineering Technology
A.A.S. Early Childhood Education	UM B.S. Childhood Development/Family Relations, ECE Education Option
A.A.S. Education	UM B.S. Elementary Education
A.A.S. Electrical and Automation Technology	UM B.S. Electrical Engineering Technology
A.A. Liberal Studies	UM Bachelor of University Studies
A.A.S. Business	UM B.S. Business Administration*
A.A.S. Business Management	UMA B.S. Business Administration – Accounting
A.A.S. Business Management	UMA B.S. Business Administration
A.A.S. Computer Science	UMA B.S. Computer Information Systems
A.A.S. Criminal Justice	UMA B.S. Justice Studies
A.A.S. Human Services	UMA B.S. Mental Health and Human Services
A.A. Liberal Studies	UMA B.A. English

A.A. Liberal Studies	UMA B.A. Social Sciences
A.A. Liberal Studies	UMA A.S. Dental Assisting
A.S. Nursing	UMA R.N. B.S. Nursing
All A.A.S. Programs	UMA Bachelor of Applied Science*
A.A.S. Early Childhood Education	UMF B.S. Early Childhood Education
A.A.S. Education	UMF B.A. Liberal Studies – Education Pathways
A.A.S. Automotive Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Building Construction Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Business Management	UMFK B.S. Business Management
A.A.S. Computer Systems Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Culinary Arts	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	UMFK B.S. Business Management – Technology Concentration
A.A.S. Early Childhood Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education (CTE Option)	UMFK B.S. Business Management – Technology Concentration
A.A.S. Electrical and Automation Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Emergency Medical Services	UMFK B.S. Business Management – Technology Concentration
A.A.S. Fine Woodworking and Cabinetmaking	UMFK B.S. Business Management – Technology Concentration
A.A.S. Medical Office Technology	UMFK B.S. Business Management – Technology Concentration
A.S. Nursing	UMFK B.S. Nursing
A.A.S. Refrigeration, Air Conditioning and Heating	UMFK B.S. Business Management – Technology Concentration
A.A.S. Surgical Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Welding Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	USM B.A. Communication
A.A.S. Digital Graphic Design	USM B.A. Media Studies
A.A.S. Electrical and Automation Technology	USM B.S. Technology – Management Concentration
A.A.S. Hospitality and Tourism Management	USM B.A. Tourism and Hospitality Equivalency
A.A.S. Medical Radiography	USM B.S. Health Science

Kennebec Valley Community College	
A.A.S. in Business Administration Accounting Option	UMA B.S. in Business Administration
A.A.S. in Business Administration Marketing/Management Option	UMA B.S. in Business Administration
A.A.S. in Mental Health Rehabilitation	UMA B.S. in Mental Health and Human Services
A.A.S. Early Childhood Education	UMA B.A. in Liberal Studies, Education Pathway
A.A.S. in Sustainable Construction	UMA B.A. Architecture*
A.A.S. in Early Childhood Education	UMF B.S. in Childhood Education
A.A.S. in Mental Health Rehabilitation	UMF B.S. in Rehabilitation Program
A.A.S. in Electrical Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Energy Services Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Sustainable Construction	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	USM B.S. Technology Management
A.A.S. in Energy Services Technology	USM B.S. Applied Technical Leadership
A.A.S. in Electrical Technology	USM B.S. Applied Technical Leadership
A.A.S. in Applied Electronics and Computer Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Applied Engineering Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Mental Health Rehabilitation	UM B.A. Social Work*
A.A.S. in Mental Health Rehabilitation	UMF B.S. Rehabilitation Services*
A.A.S. in Mental Health Rehabilitation	UMF B.A. Psychology*
A.A.S. in Medical Assisting	USM B.S. Health Sciences
A.A.S. in Health Information Management	USM B.S. Health Sciences
A.A.S. in Occupational Therapy Assistant	USM B.S. Health Sciences
A.A.S. in Electrical Technology	USM B.S. Industrial Technology
A.A.S. in Energy Services and Technology	USM B.S. Industrial Technology
A.A.S. in Culinary Arts	USM B.A. Tourism and Hospitality with Food Studies Minor
A.S. in Nursing	UMFK B.S. Nursing
A.S. in Radiologic Technology	USM B.S. Health Sciences
A.S. in General Science/Biology	USM B.S. Environmental Science
A.A.S. in Physical Therapist Assistant	USM B.S. in Health Sciences
A.A.S. in Respiratory Therapy	USM B.S. in Health Sciences
Northern Maine Community College	
A.A.S. in Early Childhood Education	UMPI B.S. in Elementary Education, Early Childhood option, General Education
A.A.S. in Automotive Collision Repair	UMFK B.S. in Business Management
A.A.S. in Automotive Technology	UMFK B.S. Business Management
A.A.S. Business Administration	UMFK B.S. in Business Management
A.A.S. in Building Construction Technology	UMFK B.S. in Business Management

AAS Computer Aided Drafting Technology (Engineering Design Technology)	UMFK B.S. in Business Management
AAS Computer Electronics (Computer and Network Technology)	UMFK B.S. in Business Management
A.A.S. in Diesel Hydraulics	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Electrical Construction and Maintenance	UMFK B.S. in Business Management
A.A.S. in Emergency Medical Services	UMFK B.S. in Business Management
A.A.S. in Medical Assisting	UMFK B.S. in Business Management
A.A.S Health Information Management	UMFK B.S. in Business Management
A.A.S. in Plumbing and Heating	UMFK B.S. in Business Management
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management
A.S. in Nursing	UMFK B.S. in Nursing
Southern Maine Community College	
A.A.S. in Computer Technology	UMA B.S. in Public Administration
A.A.S in Criminal Justice	USM B.A. in Criminology
A.A.S in Culinary Arts	USM B.A. Tourism and Hospitality, Cultural and Culinary Tourism Concentration*
A.A.S in Cybersecurity	UMA B.S. in Cybersecurity
A.A.S. in Early Childhood Education	UMA B.S. in Child Development/Family Relations Early Childhood Education option
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, Birth to Five Certification
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, K-3 Certification
A.A.S in Fire Science Technology	UMA B.S. in Public Administration
A.A.S in Fire Science Technology	USM B.S. in Leadership and Organizational Studies
A.A.S. in Horticulture	USM B.A. Environmental Planning & Policy
A.A.S. in Horticulture	USM B.A. in Environmental Science
A.A.S in Hospitality Management	USM B.A. in Tourism and Hospitality
A.A.S. in Human Services	UMA B.S. in Mental Health and Human Services/Adult Mental Health Rehabilitation
A.A.S. in Human Services	UMA B.S. in Public Administration
A.A.S. in Integrated Manufacturing/Precision Machining	USM B.S in Technology Management Precision Manufacturing Concentration
A.A. in Liberal Studies with a Focus in English	USM B.A. in English
A.A. in Liberal Studies with a Focus in History	USM B.A. in History
A.A. in Liberal Studies with a Focus in Political Science	USM B.A. in Political Science
A.A. in Liberal Studies with a Focus in Psychology	USM B.A. in Psychology*
A.A. in Liberal Studies with a Focus in Science	USM B.A. in Environmental Planning and Policy

A.A. in Liberal Studies with a Focus in Science	USM B.S. in Environmental Science
A.S. in Business Administration	UMA B.S. in Business Administration-Accounting (renewal in process)
A.S. in Business Administration	UMA B.S. in Business Administration –Management (renewal in process)
A.S. in Business Administration	USM B.S. in Accounting
A.S. in Business Administration	USM B.S. in Entrepreneurship
A.S. in Business Administration	USM B.S. in Finance
A.S. in Business Administration	USM B.S. Management
A.S. in Business Administration	USM B.S. International Business
A.S. in Business Administration	USM B.S. in Risk Management
A.S. in Business Administration	USM B.S. in Sports Management
A.S. in Business Administration	USM B.S. in Sustainable Business
A.S. in Nursing	UMFK B.S. Nursing (3+1) (renewal in process)
A.S. in Nursing	USM B.S. in Nursing
A.A.S. in Pre-Engineering	USM BS in Electrical Engineering and Mechanical Engineering (renewal in process)
Washington County Community College	
Core Exceptions for Transfer Students	UMM
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Business Management	UMA B.S. in Administration, Business Administration Management, or Business Administration Accounting
A.A.S. in Adventure Recreation & Tourism	UMM B.S. Recreation & Tourism Management
A.A.S. in Business Management	UMM B.S. in Business and Entrepreneurial Studies
A.A.S. in Early Childhood	UMA B.A. Liberal Studies, Education Pathways

York County Community College	
A.A.S. in Information Technology	USM B.S. in Information Technology
A.A.S. in Precision Machining	USM B.S. in Technology Management: Precision Manufacturing Concentration
A.A.S. in Architectural and Engineering Design	USM B.S. in Applied Technical Leadership
A.A.S. in Architectural and Engineering Design	USM B.S. in Technology Management, Industrial Management Concentration
A.A.L.S. in Liberal Studies	USM B.S. in Environmental Science
A.A.S. in Trade and Technical Occupations	USM B.S. in Applied Technical Leadership
A.A.S. in Trade and Technical Occupations	USM B.S. in Technology Management, Industrial Management Concentration
A.S. in Health Studies	USM B.S. in Health Sciences
A.A.S. in Behavioral Health Studies	USM B.A. in Psychology
A.A.S. in Behavioral Health Studies	USM B.S. in Recreation & Leisure Studies
A.A.S. in Behavioral Health Students	USM B.A. in Social Work
A.A.S. in Culinary Arts	USM B.A. in Tourism & Hospitality
A.A.S. in Culinary Arts, Baking & Pastry Option	USM B.A. in Tourism & Hospitality
A.A.S. Hospitality and Tourism Management	USM B.A. in Tourism & Hospitality
A.A.S. in Medical Assisting	USM B.S. in Health Sciences
A.A.S. in Digital Media	UMFK B.S. in Business Management
A.A.S. in Culinary Arts	UMFK B.S. in Business Management
A.A.S. in Architectural and Engineering Design	UMFK B.S. in Business Management
A.A.S. in Culinary Arts, Baking & Pastry Option	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Health Information Management	UMFK B.S. in Business Management
A.A.S. Hospitality and Tourism Management	UMFK B.S. in Business Management
A.A.S. Information Technology	UMFK B.S. in Business Management
A.A.S. Medical Assisting	UMFK B.S. in Business Management
A.A.S. Precision Machining Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMA B.S. in Veterinary Technology

*Agreement in process