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## **Appendix**

# Preface

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When the process of producing a comprehensive Self-Study began, the goal of the College was to accurately and fairly present a “snap-shot” of New Hampshire Community College at Laconia, highlighting its strengths, acknowledging areas where improvement was needed, and asking the hard questions about plans for addressing exposed weaknesses. The unknown factor at that time was just how much change was in the air. As the process unfolded, it was discovered that a motion picture would be a better fit than a still shot. Not even something as basic as the name of the subject was a constant, as the College evolved from NHCTC-Laconia to Lakes Region Community College during the writing of the Self-Study.

Introspection was already well underway as the College had come under new leadership and was preparing itself for the ensuing changes at the State, the System, and consequently the College level. A new mission, vision, and strategic plan had been adopted, a new system of college reporting was being developed, and new procedures across various areas of the College were being explored in anticipation of the passage of the self-governance initiative. However, holding the College up to the scrutiny of each standard as the transformations were actually taking place gave a clearer picture, not only of where the College is, but where it came from and where it is headed as a comprehensive community college. Thus the Self-Study became as much a tool for self-improvement and planning for an ever-evolving future as it was a mechanism for self-reporting.

The process began by assigning responsibilities to the faculty, staff, and administrators. The Chair of the Steering Committee was chosen by the President and Vice Presidents during the summer of 2006. The following fall this group gathered to choose the chairs of each standard. It was decided that each standard would have one chair with the exception of Academic Programs, which would have three, and Library and Other Information Resources, which would have two, based on the amount and variety of interests these two standards encompass. All of those chosen to chair the standards accepted their positions. The Standard Chairs, the President, the Academic Vice President, and the Steering Committee Chair collectively formed the accreditation Steering Committee.

The President, Academic Vice President, and the Steering Committee Chair attended the NEASC Self-Study Workshop in October and shared the wealth of material they gathered with the Steering Committee in their first organizational meeting.

The next step was to form the Standard Committees. All faculty and staff were asked to submit a prioritized list of the three standards on which they would prefer to work. The Steering Committee determined how many members each standard would need, based on the number of faculty and staff available and the scope of the standard. They then used a modified draft system to assign each faculty and staff member to one standard, based on their perceived strengths, and paying particular attention to their requests. The result was a well-balanced distribution among the Standard Committees of both the knowledge-base and the talents of the faculty and staff of the College. The process also produced a well-received list of standard committee assignments. The committees, particularly the committee for Standard Six, Students, were encouraged to enlist student participation.

In early November, the Steering Committee met with Dr. Barbara Brittingham and Dr. Louise Zak, Director and Associate Director of the Commission on Institutions of Higher Education. They reinforced for the group the guidelines presented from the Self-Study Workshop and offered additional direction in preparing for the accreditation visit. They also fielded questions from the Steering Committee that greatly clarified some issues.

## Preface

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The process that the Steering Committee outlined for the completion of the Self -Study was as follows:

- Fall of 2006 into early spring of 2007 - Standard Committees work on gathering data and researching responses to all sections of their standards and prepare preliminary drafts.
- Spring of 2007 - Steering Committee takes their first look at the drafts, reviewing them for accuracy and completeness. The drafts with comments are passed back to the Standard Committees for further work.
- Fall of 2007 - Standard Committees continue to revise their drafts and submit them to the Steering Committee by the end of the fall term.
- Early spring of 2008 - Steering Committee reviews all drafts and sends them back to the Standard Committees with comments. Standard Committees consider the comments, revise the drafts accordingly, and send them back to the Steering Committee for a final review.
- Mid-spring of 2008 - The drafts are sent to selected focus groups and NEASC for comment. These focus groups include student groups, such as the Student Senate, the Bennett Library Club, and the Honor Society, and faculty and staff groups such as Department Chairs, Curriculum Committee, Academic Standing, Long-Range Planning, Library Committee, College Coordinating Council, the Safety Committee, and the Student Services Committee.
- End of spring of 2008 - All comments from the focus groups, NEASC, and the Steering Committee are considered. The standards are sent back to the Standard Committees if major revisions are required, minor revisions are researched and handled by the Standard Chair. The drafts are submitted to the writer in time for him to read them thoroughly and ask for clarification where necessary before the last day of faculty responsibility.
- The drafts are posted to the College Website from May 5 to May 23, 2008, giving access to the entire community and time for comment.
- Summer of 2008 - The writer edits the Self-Study for clarity, grammar, and to integrate the text from eleven separately authored segments into one blended document. The Self-Study is sent to the printer by the end of August and the final version is posted on the College Website for public review by mid-September.
- Mid-September 2008 - The notice soliciting Third Party Comment in the Laconia Citizen, the Laconia Sun, and on the College Website published.

In addition, the Steering Committee decided to set up a website to hold any supporting documentation for which electronic copies could be obtained. Taking this one step further, they decided to embed links in the Self-Study, connecting the text directly to the related documents. They also decided to provide links to websites that supported the information in the Self-Study or where supporting documents are posted. On final review, the links were found to be distracting to the reader when viewed on the printed page, so the decision was made to provide a hard copy of the Self-Study with links underlined, but not highlighted in any other manner. In this way, the reader knows what supporting documents are available but is able to comfortably read through the Self-Study. An electronic version of the Self-Study, with the links in blue text and underlined, will also be available to provide easy access to the documentation.

## Preface

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The most challenging aspect of completing this Self-Study was keeping up with the changes that were taking place during the writing. While the basic format of the outline was adhered to, the process, by necessity, became more fluid than the Steering Committee had originally envisioned. The flow of drafts between the Standard Committees, the Standard Chairs, and the individuals responsible for the areas under study became an ongoing process as drafts were updated, then checked and rechecked for accuracy and continued relevance. The final reviews by NEASC and the chosen focus groups yielded even more updates and revisions. Thus, the Self-Study was truly a living document right up to the time it went to the printer.

The most rewarding aspect of engaging in this process was coming to a deeper understanding of, and appreciation for, the sense of community, the pride, and the willingness to strive for excellence that exists at Lakes Region Community College. While there certainly were areas in which the College found itself lacking, there was no shortage of the vision, the knowledge, and the energy that will be required to successfully address each issue and to move LRCC forward in its mission to serve all students seeking a high-quality education.

## Overview

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Since the last accreditation visit in the spring of 2003, the College has undergone a number of major changes whose effects will be evident throughout the self-study.

At the time of the last visit, eight years had elapsed since the Laconia and Berlin campuses had been combined into one college in order to reduce administrative costs. However, as the 2003 report of the Accreditation Team observed, there were still “pockets of resistance to the merger and the one college concept” that distracted the college community, wasted resources, and diminished institutional effectiveness. The consolidation of the two campuses was, in fact, never successful, partly because of differences in campus cultures but mostly because of the distance between the two campuses. One small administration simply could not efficiently or effectively manage two campuses that were two and a half hours apart, even in the best of weather. In 2005, therefore, the decision to consolidate the campuses was reversed, and Laconia and Berlin once again became separate colleges. This has had a very positive effect on campus morale as well as on the level of support provided to faculty and staff.

The effect has been enhanced in the past year by the establishment of New Hampshire’s community college system as a self-governing entity under the stewardship of its Board of Trustees. This change, which the System had been working toward for a number of years, was accomplished through SB82, signed by the Governor in July of 2007. While it will take several years for the System to complete its transition from state agency status, the change has already resulted in the elimination of a number of bureaucratic processes that had caused delays and inefficiencies at both the System and the College level.

The major changes resulting from the passage of the self-governance legislation include:

- The name of the System has changed from the New Hampshire Community Technical College System to the Community College System of New Hampshire (CCSNH). Subsequently, the names of all seven colleges within the System were also changed, and in January 2008 this college became Lakes Region Community College, a name selected after several months of discussion within the College and the larger community.
- The word “technical” is no longer required as a part of each college’s name, allowing the colleges to consider names more appropriate to their role as comprehensive community colleges.
- No longer a state agency, CCSNH is now a body politic and corporate, established through the laws of the State of New Hampshire. This organizational structure is similar to that of the University System of New Hampshire.
- The Board of Trustees now has the authority to develop operational policies and procedures, including the authority to establish policies for contracts and to approve contracts, the authority to establish purchasing policies, and the authority to manage and enter into contracts related to capital projects.
- The Board of Trustees now has the authority to develop personnel policies and procedures for the System. The Board is bound by the terms of the current collective bargaining agreement and has agreed to enter into negotiations with representatives of CCSNH employees when the collective bargaining agreement is set to expire.
- The Board of Trustees now has the authority to appoint the System’s Chancellor, who is no longer subject to appointment/reappointment by the Governor and Executive Council.

The Board has moved forward quickly to create a new structure for Board and System policies and is revising existing policies or developing additional policies to reflect its increased authority. Some of these policies will have large scale effects; for example, policies affecting contracts or those enabling the College to manage capital outlay projects more efficiently. Equally important, however, are the kinds of policies that will make it easier for individual faculty or staff members to access staff development funds or apply for educational leave.

## Overview

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As the self-governance legislation was developed and as it has been implemented, both the System and the College leadership have made every effort to keep the College community informed. The result has been a strong consensus on campus that the System and College are moving forward purposefully and effectively in ways that will strengthen the College and benefit students.

As the College prepares for the accreditation visit and for its 40<sup>th</sup> anniversary year, the mood is decidedly optimistic. The new Center for Arts and Technology, a 30,000 square foot building that opened in 2005, has been a wonderful addition to the campus. Over the past several years, the State has been much more receptive to community college facilities requests, and it is anticipated that the proposed Automotive and Marine Technology Center will also be funded in the coming biennium. The new campus Facilities Master Plan presents a compelling vision for how the College will develop over the next ten to fifteen years. This summer the original campus building is undergoing a \$2M renovation that will greatly improve the aesthetics, comfort and efficiency of that facility. New signage and landscaping will further enhance the campus and help the College in its ongoing efforts to create a more supportive and attractive learning environment for students.

Between 2003 and 2006, the College had three different short-term or interim presidents, exacerbating the perception of inconsistent leadership created by the attempt to administer two campuses a significant distance apart. In the summer of 2006, the College hired the first permanent president in a decade able to devote his full attention to the Laconia campus. The response of the college community has been overwhelmingly supportive and cooperative, enabling the rapid development of a new Strategic Plan and Enrollment Management Plan as well as other initiatives, all contributing to very strong enrollment growth over the past two years.

The College, which had already made significant progress in establishing student learning outcomes, is now well on its way to creating a comprehensive planning and evaluation model supported by an enhanced research capacity and a series of clearly delineated quality indicators. While resources are still relatively slight to support such a planning model, more comprehensive planning and evaluation will promote continued growth, enable the College to allocate funds more efficiently, make it more responsive to the communities it serves, and provide more opportunities to secure grants and other external funding.

The self-study reveals an institution in transition and feeling very good about the direction in which it is moving. Improved facilities, stable resources, enrollment growth, new programs, and a clear plan for the future have contributed to this feeling. There is a recognition that this is still a small college, lacking some of the facilities that make a campus attractive and some of the staff necessary to provide the level of services the College would like to offer. There is a recognition that the current high tuition creates a major barrier for many prospective students and that salary levels make it difficult to attract faculty and staff. Nevertheless, the self-study shows a real pride in the College and commitment to the major themes of the Strategic Plan:

- Increasing student access through greater interaction with local schools and improved marketing and outreach as well as through the development of new programs and delivery modes
- Supporting student success through additional services and better tracking of current efforts
- Strengthening the transfer function while not diminishing the investment in strong technical programs
- Supporting workforce and economic development in the region
- Continuing to expand efforts to assess and evaluate student learning and all college activities

# Mission and Purpose: Standard One

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## Description

Established in 1967 as a “vocational - technical college,” the College has broadened its identity and mission as it seeks to serve a wider range of students. While never losing sight of its commitment to technical education, the College has continued to expand its offerings, including those in the liberal arts. The newly adopted mission of Lakes Region Community College (LRCC) reflects its long tradition in technical education but focuses the College more explicitly on its broader mission as a comprehensive community college. After many years of changes in organizational structure and leadership, the College has emerged as a stable entity with a solid foundation in its programs and the community.

## MISSION

*The mission of Lakes Region Community College is to serve all students seeking a high-quality education, emphasizing active learning and personal attention, whether their goal is to transfer to a four-year college or university, enter immediately into employment in a technical or professional field, or simply improve their current skills and knowledge.*

The College Coordinating Council (CCC), the central governance body of the College, took on the task of revising the College Mission Statement and the [Strategic Plan](#) and then going on to create a new [Vision Statement](#). Over the course of the year, the CCC met monthly to revise and refine the documents. Drafts were presented to faculty and staff in May, 2007. They were also presented to the College Advisory Committee. All were invited to offer comments on the drafts. Taking into account the feedback it received, the CCC revised the Mission Statement, Vision Statement, and Strategic Plan and re-submitted them to the faculty and staff, who voted their final approval on August 28, 2007. The new Mission and Vision Statements and the Strategic Plan were presented to the College Advisory Committee on September 5, 2007, and to the Community College System of New Hampshire (CCSNH) Board of Trustees on September 11, 2007. On January 29, 2008, the Mission Statement, the Vision Statement and the Strategic Plan were presented to the Student Senate. [Minutes of the College Coordinating Council](#) and the [College Advisory Committee](#) are distributed to the members and kept on file in the President’s office where they are available upon request.

While more detailed, the Mission Statement of Lakes Region Community College is consistent with the Mission Statement of the CCSNH:

*The Community College System of New Hampshire will provide comprehensive, market-driven, accessible, quality programs of higher education and services that respond to the changing needs of students, businesses and communities.*

Both statements recognize the importance of offering a range of programs that are accessible, of high quality, and relevant to the needs of students as well as to business and industry.

Likewise, the Vision Statement of Lakes Region Community College:

*Lakes Region Community College will continue its development as a learning-centered institution, characterized by innovation, responsiveness, flexibility, caring, collegiality, accountability, and educational excellence.*

complements the vision of CCSNH:



## Mission and Purpose: Standard One

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*The Community College System of New Hampshire will be a key access point for the broad spectrum of New Hampshire learners providing evolving programs responsive to regional and state social and economic needs. We will be a key community resource woven into New Hampshire's quality of life, providing a seamless pathway of lifelong learning and career development.*

Both emphasize developing as innovative, responsive, and inclusive institutions of higher education.

The Mission Statement is posted in several locations in both buildings on the Main Campus and at the Belmont Mill, and the Franklin Academic Center. It is included in the [College Catalog](#) (p. 5), the [Student Handbook](#) (p. 1), the [Faculty/Staff Handbook](#) (p. 7), and on the [College Website](#).

The Mission Statement can be seen in action throughout the College as evidenced in the following:

The admissions policy of LRCC is designed to fulfill the college mission to “serve all students seeking a high-quality education.” As stated in the College Catalog (p. 7), “Admission to the Lakes Region Community College is open to anyone whose academic record and personal qualifications suggest that he or she may pursue profitably one of its programs of study.” Only the Automotive Service Education Program and the Nursing Program have additional requirements for admission.

The high quality of the programs called for in the Mission Statement is evidenced by many external validations. The GM Automotive Service Education Program (GM-ASEP) exceeds the requirements set forth by the International Association of GM-ASEP schools standards committee. The program and its instructors continually receive recognition from General Motors for excellence, on both a regional and national level. The Nursing Program is accredited by the New Hampshire Board of Nursing. The performance of the LRCC Nursing students on the National Council Licensure Examination for Registered Nurses has exceeded the national average since the program began in 2006. The Computer Technologies Program is certified by Microsoft and Computing Technology Industry Association (CompTIA), and is a Cisco Academy. Mercury University certifies the Marine Technology Program. The Electrical Program is accredited by the New Hampshire Electrical Licensing Board. The New Hampshire Bureau of Childcare Standards and Licensing oversees the Early Childhood Education Program. The New Hampshire Fire Academy reviews the curriculum of the Fire Science Program.

In revising the Mission Statement, the College established a clearer focus on its capacity to provide active learning experiences, personal attention, broad transfer options, and a higher level of support for the development of the Lakes Region.

The faculty has long been committed to promote a learning environment where students are consistently active, involved, and participating. The goal to provide active learning is evident throughout the curriculum and is particularly well fulfilled in state-of-the-art science, graphics, computer, automotive, marine, nursing, electrical, and fire science labs. Culinary Arts and Restaurant Management students operate the “Food for Thought Café,” a fifty-seat restaurant with an industrial kitchen. Most Culinary Arts and Restaurant Management students also participate in the Hospitality Club, which offers students the opportunity to gain hands-on experience in catering events at the College as well as in the community. The Fine Arts students have access to studios appropriate to their fields of study. Many programs either require or allow for workplace experience. Co-op experiences are embedded in the Automotive, Culinary Arts, and Restaurant Management Programs. Nursing students are required to participate in a clinical experience each term. Human Services, Gerontology, Early Childhood, and Teacher Prep students received practicum experiences. Students in Graphic Design and Printing Technology, Fire Protection, and Fire Science have the option of earning three elective credits in cooperative education or internship experience.



## Mission and Purpose: Standard One

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Offering students personal attention is a hallmark of Lakes Region Community College. The willingness of faculty and staff to provide students with one-on-one attention enables the College to meet the individual needs of its students. LRCC has a college-wide advising system in place. Students must consult with an advisor to register for classes. Even students who register on-line are instructed, during the process, to meet with their advisor. Small class sizes also result in close instructor-student interactions.

[The Teaching, Learning, and Career Center](#) (TLC Center) of LRCC offers many opportunities for students to meet their goals and achieve maximum success during their studies at the College. The Center works with students individually to assess their learning style, to improve their time management and organization skills, and to provide tutoring, assistive technology and resources that enhance their subject mastery. In the “TLC Survey,” comments from students stated that kindness, support, encouragement, direction, extra tutoring, and a welcoming atmosphere were instrumental in their success.

It is the [mission of LRCC's Disabilities Services](#) to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities who register with the College's Disability Services Office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills.

Student Services personnel, including the Business Office, the Financial Aid Office, the Office of the Registrar, and College Counselors are available for assistance and guidance to all LRCC students, prospective students, and alumni. Administrators operate under an “open door” policy.

In order to fulfill its mission to support the transfer efforts of its students, LRCC engages four-year institutions in [Articulation Agreements](#) to encourage and facilitate the transfer process. Representatives from Southern New Hampshire University visit the College monthly, while those from The University of Massachusetts, Lowell, visit annually. Colby Sawyer, Granite State, and Franklin University also engage in campus visits. Plymouth State University hosts students on its campus each year. The President has initiated a Transfer Advocate Program through which the faculty post the names of four-year institutions with which they have some familiarity. The purpose of the program is not only to offer students a source of first-hand information about these institutions, but to heighten the general awareness that the continuation of their studies is a viable option for LRCC graduates.

Students are prepared for immediate entry into technical or professional fields through their academic programs, as called for in the Mission Statement. In addition, the TLC Center supports students looking for a career path by offering resources that assist them in documenting their knowledge and expertise, and guiding them through the job-search process. This customized support enables students to transition to employment with skill and direction and encourages them to market their achievements with professionalism.

Students who wish simply to improve their current skills can find a broad offering of single courses or focused certificate programs to meet their needs.

The College relies on the input it receives from its program advisory committees and College Advisory Committee to keep abreast of state-wide and community business and industry needs. Instructors are responsible for keeping program content, equipment, and technology current and relevant.

## Mission and Purpose: Standard One

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The College also fulfills its mission by recognizing its social connection to the community it serves and is committed to involvement in the Lakes Region. The President serves on the Legislative Task Force on Work and Families and the Upstream Advisory Committee of The United Way. The College expects that its faculty will engage in community activities and includes this expectation on the [Faculty Performance Evaluation](#), Part III. The College Community participates annually in Operation Santa Claus, and in Food and Clothing Drives. The Student Senate is involved with the “Weirs Beach Turkey Plunge,” a fund raising event sponsored by the Laconia Salvation Army to assist community programs. The Honor Society is participating in a reading program for area children. It held a food drive, collecting donations from guests and participants at the LRCC graduation ceremonies in May, 2008.

The College itself hosts two American Red Cross Blood Drives each year and recently held a very successful bone marrow donor registration drive, which is likely to become an annual event. It hosts an annual Veterans’ Day Ceremony, and a Constitution Day Event. It also participates in the annual Lakes Region Scholarship Foundation fund-raising Spelling Bee, and the Laconia Multicultural Market Day. In the fall of 2007, Dr. Susan Lynch, the wife of the Governor of New Hampshire and an advocate for children, gave a presentation on childhood obesity, which the College arranged, promoted, and hosted, for the community.

In further keeping with the mission, the President is active in several economic development activities, including serving on the Board of Directors of the Laconia-Weirs Beach Chamber of Commerce and the Belknap County Economic Development Council and as the Vice Chair of the Lakes Region Comprehensive Economics Development Strategies Committee. He is also a member of the Lakes Region Management Club and the Lakes Region Business Group.

Bennett Library serves as a focal point for club, departmental, and other college activities. It hosts art festivals and displays, cultural events, and presentations on social and academic issues. The public is invited to attend.

The College ensures the relevance and centrality of its Mission Statement by tying the goals of its Strategic Plan closely to the mission and by consistently evaluating progress in implementing these goals. For example, in order to fulfill the mission to serve a greater number of students, the Strategic Plan outlines ways to increase enrollment and student retention and to improve the effectiveness of financial aid procedures, academic support services, and services to students with disabilities and underprepared students. To maintain a high quality of education, the Plan includes increased support for faculty through professional development opportunities, technological support, more effective use of the evaluation process, and better orientation for new faculty. The plan calls for a revision of the program review process and enhanced library and information resources. Transfer options are to be improved, as are the methods the College uses to track students who continue their studies at four-year institutions. The Plan addresses the needs of business and industry and the College’s ties to the community in its goal to support workforce, economic and community development. Thus, the Mission Statement is woven throughout the Strategic Plan, demonstrating the commitment of the College to stay true to its purpose.

### Appraisal

While transition is often a difficult issue for an institution to manage, and LRCC has had growing pains over the years, it has successfully emerged as an institution that eagerly accepts its role as a comprehensive community college and supports both its technical and liberal arts offerings with enthusiasm and dedication.

The careful, thoughtful, and inclusive development of the Mission Statement by the CCC produced a document that is widely accepted and supported.

## Mission and Purpose: Standard One

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The Strategic Plan serves as a guide in moving forward with all major initiatives of the College while keeping it true to its mission. The goals set forth in the Strategic Plan are both realistic and measurable, and the College expects to address each of them. The Strategic Plan is a living document that is reviewed and revised on an ongoing basis; therefore, it maintains its relevancy and currency as the College accomplishes some goals, renews others, and develops new ones. In order to maintain its focus on achieving its established goals, the CCC identified fifteen items across the six goals of the Strategic Plan and highlighted them as the [Critical Strategies for 2007-2008](#).

The College prides itself on its inclusive open-enrollment policies, and faculty and staff alike repeatedly speak about the satisfaction of helping students succeed beyond their expectations. Office hours are often times for tutoring and mentoring as well as advising. College personnel work well together in advocating for the benefit of the student.

As inclusive as the College tries to be, the high cost of tuition is a barrier to many students. The heavy reliance on tuition income to support its programs keeps the rates, as set by the CCSNH, extremely high relative to educational opportunities in other states. Because it has no control over tuition rates, in the short run, the College is left to focus on the supply of scholarship and grant monies to help its students offset the cost of their education. In the long run the College and the System can exert influence on the state legislature to increase funding to the colleges and relieve the heavy burden on students.

The College is also proud of the quality of its programs, and the college community applauds the accomplishments of its individual programs and instructors. The high quality of other programs at the College is evidenced by the overall satisfaction of the students served. In 2006, the College participated in the [Community College Survey of Student Engagement](#) (CCSSE). Over 88% of the student participants responded that they “evaluated their entire educational experience at the College” as either “good” or “excellent”.

When asked in the CCSSE to evaluate instructors as being “available, helpful, and sympathetic” on a seven point scale, 87% of the respondents ranked LRCC instructors as a 5 or higher and 65% gave the same ranking to LRCC Administrative Personnel and Offices.

Presently, the College has limited data on the experiences of students after graduation. While the College is provided information by the University System of New Hampshire on students who transfer from LRCC to its three campuses, the College has not had the ability to identify students who are transferring to private or out-of-state colleges and universities. There is also no formal tracking process for job placement. This kind of data would assist the College in assessing its impact on the individual student, its ability to prepare students for further academic pursuit, and its success in meeting the needs of business and industry.

The College could be more effective in assisting students with job placement after graduation or during the course of their studies.

The College enjoys strengthened ties to the community and increased awareness of the needs of local and state-wide business and industry through both its Program and College Advisory Committees. These committees meet on a regular basis and give the College much-needed insight into changing technologies and current trends in the world it is preparing students to enter.

The College reaches out to high schools in many ways, including the Running Start Program designed to give high school students a head start and to help make college a less intimidating prospect. The visits by

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college instructors to Running Start classrooms and the individual contact that they make with Running Start students helps the College maintain a presence in the area high schools. In return for their participation in the program, high school faculty partners receive a voucher for a free course at LRCC. These vouchers are often given by the high school instructors to their students. The possibility of taking free courses at LRCC also encourages high school students to consider the College as an option. The admission fee to LRCC is also waived for Running Start students.

The Admissions Office and individual program instructors also reach out to area high schools through visits to classrooms and invitations for visits to the College.

### Projection

As the College segues into its final name change, it is well positioned to fulfill its role as a comprehensive community college, a bridge to a better future for those who are seeking to accomplish their goals through education.

Under the guidance of its [Strategic Plan](#), the College has a well-developed map for the future and a means to measure its accomplishments as it seeks to fulfill its mission. It also has the reasonable expectation of being able to obtain the goals established in the Strategic Plan, as they are realistic and can be accomplished in the foreseeable future. For example, in order to reach out to more students, the Strategic Plan calls for the College to increase student access by offering more on-line courses, marketing to a wider population, strengthening its articulation with and outreach to area high schools, and improving its effectiveness in serving students with disabilities and students who are underprepared for the college experience. It will also improve Admissions and Financial Aid procedures and Academic Support Services as it seeks to attract a broader student base.

In an effort to lighten the heavy tuition burden, the Strategic Plan points to working with individuals, community groups, alumni, and other organizations to expand scholarship support. It also calls for the College to inform and educate State policy makers and community members about the need for more financial support.

To ensure that it is offering a high-quality education, the Strategic Plan directs the College to address needs in the classroom by increasing access to professional development for faculty and staff, supporting the improvement of teaching through a more effective use of the evaluation process, increasing the use of technology in the classroom, and continuing to improve technology support with additional resources and planning. The College plans to expand the orientation program for all new faculty and staff, emphasizing college philosophy and operations, programs, people, policies, technology and services, and to develop yearly updates and support for all employees. The College will also explore the cost of obtaining online staff development programs for new faculty, focusing on community college teaching.

The Strategic Plan sets the goal of supporting high-quality education and student access to information resources by enhancing the quality, quantity, currency, relevancy, and diversity of those resources. The College plans to expand the use of new technologies to access information resources and to support instruction, and to promote and enhance library information literacy instruction to help students develop lifelong learning skills.

The College plans to expand services that encourage transfer to four-year institutions and attract a greater number of transfer students. The College also intends to expand the career services currently offered by the TLC Center to include information, counseling, and placement assistance.

## Mission and Purpose: Standard One

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A recently announced initiative between the University System of New Hampshire and the Community College System of New Hampshire, the [New Hampshire Connection Program](#), will help the College meet its mission to serve students seeking transfer options by allowing students who apply but are not accepted to the University of New Hampshire, Plymouth State University, or Keene State College, to begin their education at a CCSNH College. After successfully completing their first year in the community college of their choice, and meeting specific criteria, these students can transfer to the University System institution to which they originally applied without reapplying or paying application fees. They may also stay at the Community College for two years and then transfer. LRCC expects to see an increase in enrollments from this new program.

The President has requested that all faculty collect basic information on students they believe are intending to transfer to a four-year college or university. LRCC personnel will follow up with the student or with the four-year college to determine whether the students completed the transfer process. The data will be compiled on a newly designed Transfer Report, as part of the new system of [College Reporting](#) and will give the College a better picture of which students tend to continue their education, where they are going, and if they are successful in completing their degrees. This report will eventually be extremely useful, but the data will not be easy to collect, and it will take a while before useful trend analysis can be accomplished.

The College will continue to seek new technology programs and courses that meet the needs of the community. It will also strive to meet the needs of business, industry, and the community by increasing the number of program offerings to businesses through the Center for Workforce Development; providing opportunities for industry collaboration and resource sharing; regularly tracking and assessing job placements of graduates; and assessing business and industry satisfaction with the College's preparation of employees. It will develop additional partnerships with community groups and agencies, increasing the College's role in community development planning and activities. It will also expand efforts to promote awareness of student contributions to the workforce and the community.

### **Institutional Effectiveness:**

The mission of Lakes Region Community College is integrally tied to its strategic plan. Having been developed together, they are mutually supportive with the mission driving the plan and the plan providing a realistic and measurable means for the College to evaluate its effectiveness in meeting its mission. The College Coordinating Council, the body from which both the mission and the strategic plan originated, sets the priorities for the plan and reviews and evaluates new college initiatives based on their relevance to the critical priorities, to the overall strategic plan, and thus to the mission itself. This is an ongoing process, as critical priorities are met, new priorities are identified, and the strategic plan expands to reflect the needs of a growing college. In this way the College moves forward in a well-considered and consistent direction toward the fulfillment of its mission.



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## PLANNING AND EVALUATION: Standard Two

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### Description

The College engages in long-and short-term planning and evaluation in order to meet its mission. The process takes place on multiple levels, involving both the Community College System of New Hampshire (CCSNH) and Lakes Region Community College (LRCC).

The three key inter-related areas of strategic planning, capital planning, and accountability measurement provide much of the structure for integrated System- and College-level planning and evaluation efforts. In each instance, Lakes Region Community College coordinates its own additional efforts with those of the System.

At the CCSNH level, the Board of Trustees is responsible for developing the System's strategic plan, including specific goals and objectives; Lakes Region Community College develops its own Strategic Plan consistent with the overall directions set by the System. In the spring of 2005, the Board of Trustees revised the [System Mission Statement and Vision Statement](#) and initiated the current strategic planning effort, [Vision 2010 Strategic Goals](#). Six goals serve as the basis for System-wide planning and evaluation.

The goals delineated in Vision 2010 Strategic Plan are:

- Increase enrollments by providing affordable and accessible learning opportunities to NH residents in all regions of the State
- Offer rigorous accredited programs of career and technical education that prepare NH residents with skills to thrive in the modern-day economy
- Prepare students for successful college transfer and increase opportunities for transfer
- Develop mutually supportive partnerships with communities, businesses, and the State's public secondary school system
- Develop in students a sense of service and a capacity for responsible citizenship
- Implement a statewide, collaborative workforce development system and significantly reduce the number of under-prepared workers in the NH workforce

The mission, vision, and strategic goals are reviewed annually by the Board of Trustees.

In addition to coordinating its Strategic Plan with the System's Vision 2010 Strategic Plan, the College also coordinates its facilities planning with System strategic and capital planning. Although the System develops the six-year "Capital Improvement Project Request" that is submitted to the Legislature for funding every biennium, that document is based upon facilities master planning that occurs at the college level. Each college presents its local needs to the CCSNH Board's Facilities Committee for review, prioritization and inclusion in the Capital Plan. As part of the planning process at the College level, the elements of the College Facilities Master Plan are evaluated to ensure that they meet the goals of its Strategic Plan. The Capital Plan is developed on a rolling, six-year cycle. Every two years, adjustments to both the Capital Plan and the Facilities Master Plan may be made to reflect current needs. Currently, the System is operating under the [2008-09 Capital Plan](#), which has been funded. The College and the System are now in the process of developing the [2010-2016 Capital Plan](#).

A third example of System and College coordinated planning and evaluation occurs in the area of accountability systems currently being developed at both the College and System levels. The System's "Dashboard Metrics" provides statistics for the System and the College in such categories as enrollment, retention, and transfer. By evaluating a series of critical data points, the System and individual campuses can gauge their effectiveness in meeting the goals and objectives of their Strategic Plans. In addition,



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Key Performance Indicators have been identified by Lakes Region Community College, and reports are being developed to provide the data to the College itself as well as to the System.

These key areas of planning and evaluation provide much of the structure for the coordination of System- and College-level planning and evaluation. In addition, the College has developed processes of planning and evaluation that are initiated at the campus level and address directly the mission and vision of the Lakes Region Community College.

### **Planning**

The Lakes Region campus officially separated from its sister campus in Berlin in July 2005. By the beginning of the 2006-07 academic year, it became obvious that the College's Strategic Plan, which had been developed initially in 2002 to meet the needs of the combined Laconia/Berlin campuses, needed a re-focus to reflect the needs of the Lakes Region alone. The President brought the College's Strategic Plan, as well as the Mission Statement and a series of potential vision statements to the Campus Coordinating Council for a thorough review and revision. The College Coordinating Council, made up of the Leadership Team (President, Vice President of Academics, Vice President of Student Affairs, and Chief Financial Officer), elected representatives from staff and faculty, and a student representative, followed a three-pronged process to revise the overall plan to more accurately represent the needs of the Lakes Region campus. First, they revised and refined the Mission Statement, then chose and refined a Vision Statement and finally analyzed the plan for its relevancy, keeping in mind the direction the College is taking with its status as a comprehensive community college housed in the Lakes Region and under new leadership. In addition, they ensured that the local Strategic Plan complemented the System's Vision 2010 Strategic Goals. In May, 2007, the President and members of the Coordinating Council presented their recommendations to the college community as a whole for further evaluation. As a result of the evaluation process, the Vision Statement was adopted, the Mission Statement was adjusted, some goals or strategies were redirected or strengthened, and others were eliminated or added.

The current [Mission Statement](#), [Vision Statement](#), and [Strategic Plan](#) provide the direction for College-wide planning. The Strategic Plan's six goals and forty-eight strategies are closely related to the College's Mission and Vision Statements and all link directly to the CCSNH Vision 2010 Strategic Goals.

The College's major goals as approved by the college community in August, 2007, are:

- Enhance student access and success
- Ensure quality services and programs
- Support workforce, economic and community development
- Increase relations with high schools and post-secondary institutions
- Ensure adequate resources
- Ensure an effective learning environment and stewardship

Prior to the start of the 2007-08 academic year, the President and members of the Coordinating Council reviewed the goals of the Strategic Plan and determined the [critical priorities](#) for the coming year. At the beginning of the academic year the President reviewed the Plan and that year's critical priorities with the campus as a whole. The President, in collaboration with the College Coordinating Council, is responsible for ensuring that the critical priorities are addressed.

The College also engages in a process of academic program planning, which is tied to the strategic planning process. An example of such planning effort is the [Degree Program Annual Report](#) that is prepared by the Department Chairs in collaboration with the program faculty and submitted to the Office of the Academic Vice President every May. Program strengths, areas needing improvement, goals and

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## PLANNING AND EVALUATION: Standard Two

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plans are presented in this report, and all are tied to the program mission. The results may be used to assist in resource allocation, including personnel and equipment requests.

Closely linked to academic planning, as well as to goals of the Strategic Plan, is the work of the Long-Range Planning Committee. Departments throughout the College complete [Long-Range Planning Worksheets](#) for use by the committee. This committee, made up of a cross-section of faculty, staff, and administrators, meets to review both present and future needs including space, equipment, and personnel. This committee played a role in the planning of a new academic building that opened in September 2005. The committee contributed to the decisions for reallocation of space in the old building when some programs moved to the new building.

The College has a Facilities Master Plan that is currently being updated. HKT Architects has been hired to assist the College in re-directing the Plan to meet the needs of the College as a separate institution. To accomplish this, the Leadership Team works with groups such as architects, the Long-Range Planning Committee and the faculty and staff to meet the goals as outlined in the College's Strategic Plan.

Planning efforts are on-going with regard to enrollment, program development, staffing, equipment, and facilities. All of these efforts are driven by the Strategic Plan.

### **Evaluation**

Evaluation is on-going and multi-leveled. Just as planning connects directly to the goals of the Strategic Plan, so does evaluation.

Progress on achieving the six main goals and forty-eight strategies of the Strategic Plan is evaluated on a regular basis by the College Advisory Committee, the College Coordinating Council, and the Leadership Team. Other aspects of planning are evaluated by specific groups for whom these components have a great impact; for example, the Academic Office uses the data from the Degree Program Annual Report as a basis for its program review process. All academic programs have Advisory Committees, made up of members of the community who have expertise in the field and who provide an evaluation of current and proposed coursework to ensure relevancy, currency, depth, and breadth of each program's curriculum in preparing students to meet the requirements of the workplace and/or the next level of education. Outside agencies and corporations evaluate the progress of specific programs in meeting the needs of the profession.

Because of changes in administration and as a result of campus re-organization as a separate institution, some processes of reporting and evaluation are new. For example, the establishment of "critical priorities" within the Strategic Plan and the use of the Coordinating Council to review progress annually on those priorities began in the 2007-08 academic year, and results will not be presented to the College as a whole until August, 2008. However, the design of the process seems sound. It is based upon an on-going cycle in which priorities are established, activities initiated, and results evaluated. As goals are achieved, new priorities are selected from the Strategic Plan. To ensure that resources are being allocated in accordance with the Plan, standardized processes for determining the allocation of resources such as equipment, personnel, technology, and space are being developed.

The College has a long history of systematic assessment of competencies and student learning outcomes for courses and programs. In 1995, faculty representatives from the College participated in a System-wide DELPHI study to develop a matrix of core competencies that every student in the System would meet to graduate. These core competencies were reviewed regularly in the years after that by the Assessment Committee. This committee is made up of the Academic Vice President, representatives of all academic programs and of related academic support services, including the Director of the Learning Center and the Director of Learning Resources. When the College Assessment Committee again

## PLANNING AND EVALUATION: Standard Two

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reviewed the core competencies in 2004, they recommended that the College adopt the original System Core Competencies for continued use. The Assessment Committee is once again in the process of reviewing the core competencies to determine whether revision is needed. Currently, student performance is evaluated on competencies grouped in eight areas:

- Human Relationship Skills
- Communication Skills
- Critical Thinking
- Global Perspective
- Mathematical Processes
- Scientific Processes
- Technical Skills
- Learning Skills

Core competencies are evaluated using a standardized matrix, “[Degree Competency](#)”, for each course. All academic programs also have additional, program-specific competencies, and program outcomes. The program-related competencies on which students are evaluated and the program outcomes are reviewed by program faculty with input from Program Advisory Committees. Competencies are then updated as needed. Sample program outcomes are published in the [College catalog](#) (pages 29 – 60) as part of each program profile. The specific course competencies are published on all syllabi.

In addition to being evaluated for the incorporation of core competencies and program competencies, any course with an online component is reviewed by the Distance Learning Committee to ensure it meets the standards set by [Quality Matters Rubric](#), the national benchmark the committee uses for review.

Academic program review, as reported in the Degree Program Annual Report, also provides an avenue for systematic evaluation. Programs report on performance in seven areas:

- Program Mission Statement
- Program Outcomes and Assessment
- Description
- Costs
- Program Strengths
- Program Areas in need of improvement
- Goal/Plan

Through this annual review process, programs have the opportunity to update curriculum, plan for expenditures, and review current strengths and areas needing improvement.

Reports on Key Performance Indicators are also being introduced as part of the College’s evaluation of its progress in achieving the goals of the Strategic Plan. The College has begun a system of [College Reporting](#) by creating a consistent series of reports on these eight performance indicators. The eight key indicators are:

- Enrollment
- Capacity
- Retention/Persistence/Success
- Basic Skills
- Degrees/Certificates
- Transfer
- Employment
- Financial Aid/Scholarships

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The College participates in the [Community College Survey of Student Engagement](#) (CCSSE) as a means of assessing how well, in the students' own view, the College is doing in assisting them in their learning, persistence and success. The College is currently working with the results compiled in a report after the 2006 distribution of the survey. The main categories students evaluate in the survey are:

- College Activities including Opinions about Your School
- Weekly Activities including Opinions about Your School
- Educational and Personal Growth
- Student Services
- College Experiences

Students also participated in the spring 2008 survey, but the results are not available yet.

The College is also involved in an earliest college experience initiative. The first part of this two-pronged effort involves College participation of the [Survey of Entering Student Engagement](#) (SENSE). The assessment instrument, the survey, allows the College to analyze more efficiently the factors involved in student success. This pilot program is sponsored by the University of Texas at Austin and will provide the College a benchmark for assessing the needs of first-year students and for future planning to better meet those needs. The second part of the initiative involves a pilot program grant-funded by [New Hampshire Higher Education Assistance Foundation](#) (NHHEAF). LRCC is one of two colleges chosen in the System to participate in this program. As stated in the grant, the goals are:

- to increase student satisfaction and success in the college-entrance process
- to increase the percent of first-time students who persist and successfully complete their first community college semester.

This grant runs from September, 2007, to September, 2009.

### Appraisal

The College works collaboratively and consistently with the System to meet the standards set by the Board of Trustees in the Strategic Plan and to provide the base for the Capital Plan as well as to support and promote the "Dashboard Metrics" initiative. The goals and strategies of the College's Strategic Plan have a direct correlation to the Board's Vision 2010 Strategic Plan. The College uses its Strategic Plan as the central document for planning and evaluation processes and activities. To that end, the Leadership Team and the College Coordinating Council regularly review the goals and strategies outlined in the Strategic Plan to ensure that all College undertakings directly relate to those delineated in the Plan. Through its facilities master planning process, the College provided ample data to the System to support its needs for incorporation into the Capital Plan. As a result, the request for \$2.2 million for renovation to the Main Campus Building was funded, and renovations began during the summer of 2008. In addition, based on the strength of its request, the College received \$30,000 to develop a conceptual plan for a new Automotive/Marine Technology Building. HKT Architects has been hired and the conceptual plans for this building have been developed. The President has also developed a list of eight categories of reports that needed to be developed to assess Key Performance Indicators related to the "Dashboard Metrics." By the fall of 2008, the College will have implemented the majority of these reports.

The College has a history of collaborating with the CCSNH to meet the mission, the vision, and the goals of the College while addressing the needs of the entire System at the same time.

On the campus level, the focus of planning and evaluation has centered on the Strategic Plan. The College already has a demonstrable record of success in addressing strategies related to all six of its goals even though the current Strategic Plan evolved during the 2006-07 academic year. Progress has been made related to every goal outlined in the Strategic Plan in the past two years.

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In a concerted effort to maintain a focus on the goals and strategies of the Strategic Plan, the College Coordinating Council identified fifteen strategies and determined that those become the Critical Priorities for academic year 2007-2008. By April, 2008, significant progress had been made on addressing the critical priorities. In addition, an Enrollment Management Committee was established in November, 2006, to support certain goals put forth in the Strategic Plan and to strengthen the focus on those goals. Membership includes personnel from those areas directly associated with enrollment and retention, such as admissions, financial aid, registration, business/finance, counseling, academic services, marketing, the TLC Center, and faculty.

Achievement of the goals outlined in the Critical Priorities for 2007-2008 and the Enrollment

Management Committee in coordination with other committees can be shown best through examples:

- The Enrollment Management Committee has met monthly to develop a plan consistent with its goals and inclusive of an August, 2007, System Office Enrollment Admissions Report outlining key admissions and enrollment issues and recommendations. The [Enrollment Management Plan](#) was approved by the committee in December, 2007; its nine major initiatives cover Outreach, Strengthening Articulation, Curriculum and Program Development, Schedule Development, Process Improvements, Retention, Data Information Improvements, Marketing, and Infrastructure. Action items were also identified and responsibilities assigned for each. The group reviews its goals and its progress on achieving the strategies at every meeting. Individuals have been identified to oversee each of the forty-eight action items stemming from the nine initiatives. The group re-evaluates the goals and re-focuses on an annual basis. One result of the efforts is that enrollment was up over 7% for the 2007-08 academic year.
- Since one of the Key Performance Indicators is to track data over time, a standard enrollment report has been developed by the Registrar and the President and distributed, allowing faculty and staff to better understand and respond to enrollment trends. This data also provides a deeper understanding of the enrollment information included in the System's "Dashboard Metrics."
- In 2007, the budget for marketing, outreach, and articulation efforts was significantly increased, allowing the College to employ a consulting firm, NL Partners, to strengthen efforts in support of enrollment growth.
- A Transfer Reporting Form has been developed and distributed to faculty to begin a systematic process for collecting more complete data for an annual report aimed at promoting transfer. Baseline data was collected in spring 2008.
- The two pilot programs for developing a first-year experience program are underway. These programs have allowed the College to lay the groundwork for a formalized Freshman Year Experience Program.
- A new and enhanced [College website](#) was designed and unveiled in April, 2008. Anecdotal feedback indicates the users find it attractive, easy to navigate, and more informative than the previous website.
- The Assessment Committee is reviewing a set of Visual Literacy competencies developed and presented by the Department Chair of Fine Arts to determine whether any or all of them should be included in the Core Competencies. The proposed set of competencies has also been distributed to department chairs for their input and feedback.
- A vacated full-time counselor's position was redesigned to include responsibility for expanding and promoting transfer awareness and support. The counselor started May, 2008. The College is also participating in a program, [New Hampshire Connection](#), which prepares CCSNH students for successful transfer to the University of New Hampshire (UNH) and to the other three colleges in the University System. Students who participate in this program not only receive academic advising but also other transfer-focused, non-academic advising or mentoring to strengthen their



## PLANNING AND EVALUATION: Standard Two

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connection to UNH. The new counselor is responsible for the non-academic piece in this program.

- A Transfer Advocate Program has been developed within the College to help students identify faculty and staff who have personal or professional connections to a particular four-year institution and are willing to share their insights.
- In 2007, the process for applying for staff development funds was changed to make it less cumbersome to access funding.
- The College is working closely with LRG Healthcare to systematically explore the possibility of developing additional health science programs, including a new EMT to RN program.
- In response to industry needs and through the program review process, the printing component of the Graphics Design and Printing Technology Program was phased out in 2008. The faculty in the Graphics program worked with their Advisory Committee to ensure that this decision was the correct one. As the faculty was evaluating the relevance of the printing component to the students and local industries, they determined that there was a growing demand for a Media Arts and Technology Program, so that program was developed. The first twelve students were admitted for fall 2007. Another program underwent the process at about the same time. The Lodging and Conference Management Program was phased out, and, in response to requests from high schools, businesses, and students, a Culinary Arts Program was developed. The Culinary Arts program admitted its first class in fall 2007. It was so popular that it was over-enrolled the first year with seventeen students in a program expected to enroll twelve. In both new programs, while enrollments were considered very good for the first year, enrollments in related programs, Graphic Arts and Restaurant Management, were not negatively impacted by the introduction of the new programs.
- A consultant has been hired to develop a new Facilities Master Plan for the College. Based on the strategies outlined in the Strategic Plan and the outcomes of the Enrollment Management Group, the focus for facilities planning is on developing a health/science center, designing space to provide students with small group spaces for studying or socializing, providing space for those programs currently housed off-campus, and providing space for increased services such as a Housing Office.
- A Committee has formed and is working on a Technology Plan for the College.
- It has been determined that the new Automotive/Marine Technology building that is in the planning stages will be built with an emphasis on addressing environmental issues and energy conservation.
- Safety, security, and emergency-preparedness issues have begun to be addressed. An [Emergency Protocol Handbook](#) was prepared and distributed in August, 2007; a college-wide staff-development session presented by the Laconia Police Department was held in August, 2007, to present practical advice on personal safety; a consulting firm has been hired to evaluate the facility and assess the needs for enhancing safety and security, and its report has been submitted.
- A full-time Director of Workforce Development has been hired and connections to the community have been strengthened with agencies and other entities such as Belknap County, Lakes Region General Healthcare, the State Department of Health and Human Services, and a number of area businesses.

Based on the Strategic Plan, the work of the Enrollment Management Committee and other inter-connected groups throughout the College, areas have also been identified as needing further attention. Examples are:

- The College lacks a research office; therefore, it has limited capacity to analyze or disseminate available information to improve College operations and the teaching-learning process.
- The Key Performance Indicators have provided a start, but the College needs to be able to produce them and find a way to ensure that people are using them. The findings from these reports need to drive decision-making in a thoughtful, well-planned, and researched way.

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## PLANNING AND EVALUATION: Standard Two

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- An annual program review self-study process has been undertaken, but there needs to be a more in-depth process completed on a regular but less frequent basis than the current annual process. A cycle needs to be determined to allow all programs to be thoroughly evaluated, and the results need to be routinely shared campus-wide.
- Student learning outcomes and competencies are well-done and documented, but the next step needs to be taken to ensure that students have mastered them.
- The budgeting process has constrained the Library's ability to plan for the future. Although additional money is usually available to augment the base budget, the lack of predictability limits long-range planning.
- A process has been implemented for requesting equipment purchases and for prioritizing the request lists, but it is not yet a smoothly running process.
- The College is participating in CCSSE but is not yet taking full advantage of the data collected from it. The College has not yet developed a way to turn the complex information into practical action.

The Strategic Plan has provided an effective foundation for College-wide planning and evaluation. The College has been working with the current iteration of the Strategic Plan for less than two years, yet it has been able to take steps to accomplish strategies under each goal. In some cases, processes are not yet refined or are not yet developed, but every goal is being addressed.

### Projection

- Awareness of the progress made on the Strategic Plan is not widespread. The President will present a report to the entire faculty and staff each August starting in 2008.
- The College will continue to develop the Enrollment Management Plan to increase access and to create new revenues for the support of expanded services and functions.
- The College will continue to develop Key Performance Indicators, refining the reports, and eventually expanding on the current eight Indicators. By consistently focusing on those indicators and their trends, the College will move toward more data-based decision making.
- Before the Freshman Year Experience grant expires in 2009, the College needs to develop ways to use the information gathered to improve retention of first-year students.
- The College will build on work already done in defining student learning outcomes to develop meaningful ways to measure and report on student mastery of those outcomes.
- The College will review the current self-study annual reporting model for program review to ensure the effectiveness of the process as an in-depth and relevant model to be used for planning and evaluation.
- In 2008-09, the College will review its long-range planning model to ensure that it does not overlap with current Strategic Planning and Facilities Planning processes.
- The College will continue to seek ways to fund a more extensive research function to support decision making, including the ability to make more extensive use of the CCSSE results.
- The recommendations from the report on campus safety and security will drive changes in policies, planning, facilities and staffing. Starting in 2009, the System's capital budget proposal will include a category for safety.

### Institutional Effectiveness:

The Strategic Plan provides the foundation for all planning and evaluation efforts in the College. All facets of the Strategic Plan, and the evaluation resulting from that Plan, contribute to institutional effectiveness. Institutional effectiveness is measured through the collection of data and the use of that data to support planning and evaluation efforts as these efforts, in turn, relate to the Strategic Plan. The College is on track towards creating a systematic model of planning and evaluation. A few examples to show how the College has a record of success in implementing the results of planning and evaluation include growth in the College through introduction of new academic programs, a new academic building, articulations with high schools and four-year colleges and universities, maintenance of financial stability, and feedback from the CCSSE.



## ORGANIZATION AND GOVERNANCE: Standard Three

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### Description

Since its inception in 1967 as a technical, or “trade” school, the organizational structure of the Lakes Region Community College has been continually evolving. As it is preparing to celebrate forty years of meeting the educational needs of the Lakes Region, it is not focused on the past, but on the future it can now envision as part of the newly created Community College System of New Hampshire.

On July 17, 2007, the passage of Senate Bill 82 ([SB 82](#)) revised New Hampshire State Law ([RSA 188-F](#)) to eliminate the regional community-technical colleges, which operated as a state agency, and establish the Community College System of New Hampshire (CCSNH), a system of higher education governed by a Board of Trustees. On January 30, 2008, the Board of Trustees approved changing the name of the College to Lakes Region Community College (LRCC), now operating as one of the seven colleges within the Community College System of New Hampshire.

The [nineteen voting members of the Board of Trustees](#) that govern the CCSNH are appointed by the Governor and approved by his Executive Council. The statute provides for broad representation of public interest, both in expertise and in geographical representation. The Board must include members from business and industry, high school vocational/technical education, the field of education, the health care profession, the building or mechanical trades, the community service sector, law enforcement, technology, and the general public. The Board also includes an alumnus from the CCSNH and two full-time students currently enrolled in a CCSNH college. The State of New Hampshire is divided by population into [five executive council districts](#), each of which is represented on the Board of Trustees by at least one voting member. Non-voting members include the Governor, the Chancellor and Vice Chancellor, the Presidents of each college, and the Commissioners of the Departments of Resources and Economic Development, Employment Security, and Education.

All Board members are New Hampshire residents and, other than the Governor and locally elected municipal officials, no Board members hold elected public office. Trustees have no financial interest in the institution. Members of the Board of Trustees receive no compensation for their services. (RSA 188-F: 4 and 5)

The Board of Trustees is subject to oversight by the [General Court](#) of the State of New Hampshire (the combined House of Representatives and Senate) which oversees legislation pertaining to the Community College System and reviews an annual report submitted by the Chancellor and the Chair of the Board of Trustees on the overall operation of the community college system. In addition, each year the Chancellor and one member of the Board of Trustees, must appear before the finance committees of both the House and Senate to review the System’s programs, cost analysis, revenue projections, and any other information detailed in the written report. (RSA 188-F:11 I & II)

While accepting its responsibility for legislative oversight of the CCSNH, the General Court also recognizes the need to insulate the System from external influence, which might compromise its academic freedom and the pursuit of academic excellence. To that end, it delegates the management of the CCSNH to a Board of Trustees and grants it broad authority. (RSA 188-F:3 II)

The Board of Trustees developed and regularly updates the “[CCSNH Board of Trustees Policy Manual](#).” (Policy Manual) A comprehensive revision, in response to the transition from the Regional Community Technical College System to the Community College System of New Hampshire, became effective on January 1, 2008. The Policy manual clearly outlines System policy in the areas of operations and administration, human resources, finance, facilities, academics, and student affairs. The By-Laws of the

Board of Trustees are also included in the Policy Manual, posted on the CCSNH website.

## ORGANIZATION AND GOVERNANCE: Standard Three

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The Board of Trustees has several focused Standing Committees: Finance and Audit, Academic and Student Affairs, Personnel, Facilities and Capital Budget, Legislative and Government Relations, and Governance. The Board of Trustees also has an Executive Committee as well as the authority to form ad hoc committees as needed. [Minutes](#) of the committee meetings are posted on the CCSNH website.

The Executive Committee is charged with the annual evaluation of the Chancellor and the Presidents and is responsible for conducting periodic strategic planning and reviewing the congruence of College strategic plans with the Board's strategic plan.

The Board of Trustees is required to meet no less than once every three months, (RSA 188 – F:5 IV) but in practice meets with the seven Presidents and the Chancellor monthly. Meetings are held on the individual campuses on a rotating basis. Opportunities for the College community to address the Board and observe its operations are provided during the public sessions. [Minutes of the Board meetings](#) are distributed electronically to all CCSNH employees and posted on the CCSNH website.

The Board of Trustees is charged with appointing the [Chancellor](#), who serves at the pleasure of the Board, and approving the nomination by the Chancellor of the Vice Chancellor and the [College Presidents](#). While the Vice Chancellor and the Presidents report to the Chancellor, the Vice Chancellor serves at the pleasure of the Chancellor, while the Presidents serve at the pleasure of the Board. (RSA 188-F: 6 III)

The Chancellor serves as the Chief Executive Officer of the CCSNH and is responsible for the fiscal and operational management, and the development and advancement of the System. He oversees the vision setting and the strategic planning for the System. The Vice Chancellor works under the direction of the Chancellor. His duties include serving as the System's chief academic officer and ensuring that the System meets the needs of the State and the business community. Both the Chancellor and the Vice Chancellor regularly involve personnel from the individual colleges in the development, implementation, and evaluation of System policy, ensuring that these policies are created, assessed, and revised with input from those who deal with them on a regular basis.

For example, the Chancellor chairs the System Leadership Team which includes the Vice Chancellor, all Presidents, and administrators from the System Office. This team meets monthly to share information, to discuss policies, programs, best practices, and routine issues. Minutes of the System Leadership Team are distributed electronically to all CCSNH faculty and staff. The Vice Chancellor meets with several System-wide groups, such as the Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs, and the System Administrative Integrated Networking Team which includes Registrars, Financial Aid Officers, Admissions Directors, Banner Coordinators, and Information Technology Directors.

System-wide meetings are also held with the directors of learning resources, the directors of the teaching and learning centers, Banner user representatives, Running Start Coordinators, plant maintenance engineers, and human resource personnel. A System Distance Learning Committee and a Technology Users Group meet to discuss planning, initiatives, policy, problems, and developments of relevance and interest, to ensure uniformity of operations and response to System policy, as well as to provide the vital communication link between the System office and the individual colleges and communities throughout the state.

The College President serves as the chief executive officer of the College and is responsible for the total operation of the institution. The President, under the supervision of the Chancellor, carries out the policies and the directives of the Board of Trustees, ensures compliance with State and Federal rules and regulations, and implements the mission and objectives of the System Strategic Plan. He guides the development, implementation, and evaluation of the mission, vision, and Strategic Plan of the College. He develops partnerships with community businesses, governmental agencies, and civic organizations.

## ORGANIZATION AND GOVERNANCE: Standard Three

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He manages all fiscal and budgetary matters, and fund development. He is held accountable for the solvency of the College.

It also falls to the President to appoint members to a College Advisory Committee, subject to approval by the Board of Trustees. The purpose of the College Advisory Committee is to enhance communication and relations between the College and the area it serves, to advise the President on the operation and development of the College, and to garner support for legislation that benefits the College. It is comprised of representatives from the economic, educational, and service interests of the area, as well as a current LRCC student, generally the president of the Student Senate. This group meets four times a year.

Under the direction of the President, the College is also administered by the Vice President of Academic and Community Affairs (the Academic VP) and the Vice President of Student and Corporate Affairs (the Student Services VP) and the Business Administrator (Chief Financial Officer (CFO)/Director of Support Services). The Academic VP is responsible for the administration, direction, supervision, and coordination of day and evening academic policies, programs, and faculty, while the Student Services VP is responsible for planning, developing, and administering the admissions, marketing, financial aid, student life, and corporate education operations, programs and services. The Business Administrator is the chief financial officer for the College, responsible for the design, development, supervision, administration, and evaluation of fiscal and plant operations. This group makes up the College Leadership Team, which meets bi-weekly to consult on major decisions that impact college policy, personnel, and facilities and to insure effective communication across major organizational units of the College.

The President chairs the College Coordinating Council (CCC), which is composed of the College Leadership Team, twelve elected members, six of whom are from the faculty and six from the staff, and one student. The CCC is charged with proposing goals, objectives, and strategic plans, advising the President and major College groups on policy development matters, and making recommendations concerning enrollment, facilities, planning, programs, services, and budget. In creating the [Strategic Plan](#) that was approved by the College community in August, 2007, the CCC identified six goals and developed very specific strategies to guide the College in managing and allocating its resources in order to best meet these goals. It took a further step in identifying which of these strategies constituted the [Critical Priorities for 2007-2008](#). The implementation and success or lack of success of these strategies is identifiable and measurable. The CCC monitors the progress of each strategy and evaluates its effectiveness and contribution toward the goal it was designed to support. This assessment leads to further planning, implementation, and evaluation. Thus, the Strategic Plan is a living document that drives a cycle of progress toward achieving the current goals of the College, as well as setting new ones. The CCC meets monthly. Minutes are distributed electronically to all faculty and staff.

The President meets with departments and individual faculty members on an ongoing basis. The College has seven academic departments, each chaired by a faculty member. Departments with multiple programs may also have program coordinators for large programs and lead instructors for smaller programs. Department chairs are appointed by the President and meet monthly with the Academic VP to discuss curriculum issues, new policies and procedures, and department related items. They assist the Academic VP in prioritizing the needs of the College. Each department chair is responsible for disseminating information to the members of his or her department. Minutes of the department chair meetings are distributed electronically to all faculty and staff. Department chairs are also responsible for organizing program advisory committees. These committees meet at least twice a year. They are composed of the department chairs, all faculty teaching in the program, and experts and practitioners in related fields from the community. They discuss current and proposed curricula with a focus on keeping the programs up-to-

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date, consistent with best practices of the industry or profession, and relevant to the needs of the community. Minutes of all advisory committee meetings are kept in the office of the Academic VP.

The Curriculum Committee reviews proposed curriculum additions, deletions, and modifications for compliance with the College and System mission, policy, and objectives. The committee is chaired by a faculty member and has broad representation from the various academic and student services departments of the College. Minutes of the Curriculum Committee meetings are distributed electronically to members of the committee and kept on file in the office of the Academic VP. Summaries of actions taken by the committee are distributed electronically to all faculty.

When a course proposal involves an online component, the Distance Learning Committee reviews it for compliance with the [Quality Matters™ Rubric](#) developed by [MarylandOnline, Inc.](#) Each course is reviewed by three individual scorers, and the results are compiled into a final evaluation. The committee works with potential online instructors to develop new courses and to assist them in coming into line with the standards of the Quality Matters Rubric.

The Academic Standing Committee, which is chaired by a faculty member and composed of representatives from across the academic and student services departments, is charged with reviewing and making recommendations for changes in policies addressing student academic standards. At the end of each term, the office of the Academic VP automatically generates a letter to each student who has exhibited poor academic performance, such as a failing or incomplete grade or a low grade point average. According to the policy outlined in the [College Catalog](#) (p. 22), actions that may be taken include issuing a warning, putting the student on probation, enforcing a mandatory part-time status, or suspending the student from the College. Students are encouraged to seek assistance and given very specific recommendations to assist them in finding the appropriate help. The Academic Standing Committee meets at the end of each semester to hear and process student appeals of academic action. The Committee also encourages the student to seek appropriate assistance in improving their performance. [Minutes of all Academic Standing Committee meetings](#) are kept on file in the office of the Academic VP.

Student views and judgments are considered by several structured means. Most notably, the College provides for a Student Senate, which serves as the governing group for the student body. The Student Senate is advised by the Student Services VP and two faculty members. The constitution and by-laws are published in the [Student Handbook](#) (pp. 29 -31), which is distributed to all students and also posted on the [College website](#). The purpose of the Student Senate is to provide experiences that promote the general welfare of every student at the Laconia campus. While the by-laws call for representatives to be elected from each curriculum area, in order to allow for all who are interested in participating, the practice is to open the meetings to all students. The Senate meets weekly throughout the academic year and is responsible for planning social and cultural activities and managing the receipts and expenditures of student funds. In addition, ad-hoc meetings of the administration and the senate officers occur periodically to address specific issues. In order to facilitate participation in the Senate as well as other student organizations, the College schedules “activity periods.” These are one-hour periods in the middle of the day, two days a week that are set aside for student organizations.

The CCSNH revised its [Student Judicial Policy](#) in April, 2007. It includes a statement on the System’s philosophy regarding student conduct, an outline of appropriate and non-appropriate student conduct, possible sanctions, disciplinary proceedings, and student rights. The [Judicial Policy](#) appears on the new College website.

In addition, a student is appointed to the College Advisory Committee, the College Coordinating Council, and the Commencement Committee. There are four students and two alternates on the Judicial Committee. Student opinions on each course taken are expressed via the [Student Course Evaluations](#),

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which are reviewed by the Academic VP, tabulated, and delivered to the course instructor. Participation in the “[Community College Survey of Student Engagement](#)” gives the College an opportunity to examine and carefully consider the views that students express about their experience at the College.

All college personnel are expected to serve on one or more of the College’s standing committees. A list of the membership of the [College Standing Committees](#) is published annually and distributed to all personnel. The function of each committee is clearly outlined in the Faculty/Staff Handbook (pp. 20 – 22). While specifically listed as chairs or members of certain committees, the President, Academic VP, and Student Services VP are also ex-officio members on all committees.

The College provides for a Faculty Senate, the purpose of which is to ensure faculty a formal means to formulate and to express its position, and to ensure that its position is considered on issues connected with the College. The constitution and by-laws of the Faculty Senate are published in the Faculty/Staff Handbook (p. 77). Membership includes all full-time and part-time employees whose primary responsibility is teaching, and long-time adjunct faculty who teach three or more courses per year who request to be members. Although the Faculty Senate is not currently meeting on a regular basis, it has a history of assembling when the faculty wishes to come together to address a particular issue.

The President holds mandatory “All Campus” meetings at least twice each academic year, in August and January. These meetings are attended by faculty, staff, and administrators and provide a forum for communication and training.

All courses, whether they are offered in the day, evening, or weekends, at off-campus locations, through continuing education, via distance education, or at high schools (e.g., Running Start), are an integral component of the College’s offerings, and as such follow the College’s policy guidelines.

Lakes Region Community College’s Organizational Charts are published in the [Faculty/ Staff Handbook](#) (pp. 8 – 12)

### Appraisal

The College is a component of a highly organized multi-layered governance structure. As part of the Community College System, the College is responsible to the Chancellor and to the Board of Trustees, who in turn are responsible to the Governor, the state legislature, and ultimately to the voters of the State of New Hampshire. Oversight at these levels promotes integrity through the setting of high standards of practice and a hierarchy of accountability. Interaction with the Board of Trustees and its sister institutions broadens the perspective of the College. The College gains much visibility from identification with the CCSNH and the association with other community colleges throughout the State. The College benefits directly from promotional advertising undertaken by the System. As part of the CCSNH, Lakes Region Community College has access to the wider source of financial and educational resources.

The CCSNH is well-positioned to move forward from being a state agency to a self-governing educational system. “Long a stated goal, the authority to govern the System outside the state bureaucracy had been partially achieved through a number of incremental measures since mid-1990. In a series of steps, the legislature granted degrees of operational flexibility to the System, which, in turn, enabled the Board to evolve as a governing entity” (Chancellor Richard Gustafson, October 10, 2007). The College anticipates that the clarification of policies, the streamlining of procedures and the localization of planning and processes is going to result in smoother operations and a more efficient use of time.

The prescribed composition of the Board of Trustees ensures that a very broad range of interests, both professional and demographic, are given a voice in the management of the CCSNH. The College benefits



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from the varied perspectives that are represented on its governing board. For example, a former State Governor, a Principal of a High School Technical Center, a former Chair of the University of New Hampshire Board, and a high-level Human Resources Executive were among the members who worked effectively together, giving their diverse viewpoints, but also their mutual respect, for the sake of moving the Colleges forward toward self-governance.

The new Board of Trustees Policy Manual reflects the willingness of the Board to delegate most of the operations of the CCSNH to the Chancellor and System Office and, in turn, to the colleges. The previous Board Policy Manual included very detailed procedures and requirements. The new Manual takes a broader approach, focusing on policies and oversight and leaving the management of the CCSNH to the Chancellor, Vice Chancellor, and Presidents.

Lakes Region Community College profits from sharing experiences and expertise with its six sister colleges. Cooperation and collegiality among various organizational constituencies of all seven colleges, ensures academic continuity, sets standards and uniform approaches, establishes best practices, develops shared processes, and promotes excellence at each individual institution. For example, when Lakes Region Community College implemented a nursing program, it was able to benefit from the established program in other colleges. A System-wide committee has been formed to evaluate the level of math instruction offered throughout the System. A System distance learning committee has helped each college examine and put into effect best practices in online education. These and many other shared initiatives support the effectiveness of each individual institution.

The CCSNH has demonstrated its ability and willingness to adapt to the changing educational needs of the people of New Hampshire by its transformation over the years from separate vocational institutions to a comprehensive community college system, thereby sustaining a teaching and learning environment that is relevant and responsive to the needs of each community it serves. Lakes Region Community College has followed that initiative by increasing its offerings in liberal arts, fine arts, and humanities. It has also been successful in opening doors for its students through increased options for transfer to four-year institutions such as the University of New Hampshire, Plymouth State University, Southern New Hampshire University, Granite State College, Franklin University, Hesser College, New Hampshire Institute of Art, and Rochester Institute of Technology. In addition, it has actively sought and promoted new programs, such as Nursing, Culinary Arts, Energy Services, and Media Arts and Technology.

Locally, the College is held accountable to the community and the students it serves. Although it holds no binding legal authority, the College Advisory Committee provides a vital communication link to the community. Not only does it serve as a valuable sounding board as the College explores new initiatives, but it actively advocates for the College with local organizations such as the Belknap County Economic Development Council, the Lakes Region Chamber of Commerce, and local Rotary Clubs. The Committee also reaches out to State legislators to endorse legislation that is supportive of College needs. As valuable as this has been, it is the feeling of the current administration that the involvement of the College Advisory Committee in College affairs could be expanded.

Program Advisory Committees are also seen as a great source of feedback from the public in specific program areas and are helpful in securing donations of equipment, in providing employment opportunities for students, and promoting programs and graduates within their professional fields. The connections that these advisory committees forge with the community enable the College to keep its focus relevant to the needs of students in and around the Lakes Region.

The reinstatement of the seven-college organizational structure, rather than the four-college structure in which NHCTC – Laconia (now Lakes Region Community College) was paired with NHCTC-Berlin to form NHCTC-Berlin/Laconia, has eliminated the daunting challenge of merging two established colleges

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with very different cultures and one hundred miles between them. While technically the two campuses shared one President, in reality administrative services across the board were stretched between the two campuses as Vice Presidents and financial officers were also required to coordinate initiatives, resources, and planning efforts. Faculty and staff were assigned to joint committees that became bogged down in cross-purposes. Finding common ground was often difficult, time consuming, and non-productive. The effort that was being spent on merging systems, documents, and organizational structure is now being channeled into moving Lakes Region Community College forward as its own entity within the Community College System of New Hampshire. Having a leadership team that is dedicated to and focused on Lakes Region Community College has greatly simplified daily operations, improved efficiency, and enhanced morale at the College.

After the separation of Berlin and Laconia in July, 2005, the College was served by an interim President. In July, 2006, Dr. Mark Edelstein became the President of Lakes Region Community College. Having a chief executive officer whose responsibilities lie solely with this College has been a great benefit. At a System level, there is a voice that speaks to the unique needs of the College without the burden of balancing them with the needs of another institution. On a local level, having a full-time President who lives and works in the Lakes Region greatly enhances our visibility among community leaders. The College runs much more smoothly with the chief executive officer available to offer leadership on the day-to-day operations of the College and to work collaboratively with administrators, faculty, and staff on issues as they develop.

The President has made great strides in promoting a collegial atmosphere. In an institution as small as Lakes Region Community College, faculty, staff, and students expect direct contact with their President. Dr. Edelstein has implemented an “open door” policy and has proven to be extremely accessible and welcoming. His classroom visits are one example of the efforts he engages in to reach out to the College Community. In addition, he has also been particularly well-received by his colleagues on the System Leadership Team and by the Board of Trustees, where he was selected to serve on both the Personnel and the Governance Subcommittees.

Other College administrators are also willing to hear the concerns of students. While there is a suggestion box located near the cafeteria, it is not used very often by students. Most take advantage of “open door” policies and appear to be very comfortable bringing their issues to the Academic VP, the Student Services VP, or other College officials.

Although the President came to the College in July, 2006, he has already demonstrated his willingness to promote shared governance throughout the College. For example, working within the established governance system, he led the College Coordinating Council through the process of creating a new [Mission Statement](#), [Vision Statement](#), [Strategic Plan](#), and [Critical Priorities](#) for the College. He then presented the documents to the entire faculty and staff for review and comment and shared them with the College Advisory Committee. The additional input was considered before the current version of each document was voted on and adopted by the College. The College now has a set of well-defined strategies, by which it can measure its progress toward attaining its stated goals, assess the management of its resources, and then plan new strategies to move it forward.

The College name change went through a similar process, with initial suggestions being solicited from faculty, staff, students, and the community. The College Coordinating Council identified two likely possibilities, which were voted on via a college-wide email survey and forwarded to the Board of Trustees for a final decision.

The design and implementation of the College Reports is well underway. An Enrollment Report was delivered to the faculty and staff in January. The model for the Schedule and Room capacity is complete;



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the Program capacity is still under development. The data for the Retention/Persistence/Success Report and the Degrees/Certificates Report is available; the designs of these reports are being completed. Transfer data is available from the University System of New Hampshire and the College is developing ways to track transfers to other institutions. Most information on employment is anecdotal at this point. The College is working on ways to obtain hard data on student employment. The Financial Aid/Scholarship data is available and the report will be ready by July.

A strong committee structure provides underlying support for College initiatives. Broad involvement by a diverse, creative, and committed faculty and staff offers sound, well-received, and regularly acknowledged guidance to administrators as they engage in institutional planning. For example, the Long-Range Capital Plan was developed by a committee with representation from every program and student support function in the College. It was reviewed by the entire College before being submitted to the CCSNH office.

Heavy involvement with the Academic VP on the part of faculty and staff in all Academic functions promotes high quality and integrity in the Academic programs of the College. Department chairs and members of the Curriculum and Academic Standing Committees represent a broad spectrum of interests at the College and actively provide academic oversight to all academic offerings and policies. The Curriculum Committee follows established policy and procedure for all curriculum proposals, which enhances the academic integrity of all courses offered. Prior scrutiny of alternatively delivered or online courses by the Distance Learning Committee helps ensure that the particular needs of online students are being met. Student input is also very carefully considered, be it through the formal course evaluations or informal discussions with the Academic VP who is receptive to student comments and concerns and makes it a high priority to investigate and follow up on students' issues.

The Distance Learning Committee is using the 2005/2006 [Quality Matters](#) Rubric developed by [MarylandOnline](#) under a grant funded by the Fund for the Improvement of Postsecondary Education, making it free to users. MarylandOnline now offers subscriptions to updated materials and training sessions for a fee, an option the College is considering.

The Faculty Senate has historically been a body that meets only in response to a perceived critical issue facing the College. Currently, the Faculty Senate is not active. When surveyed, only about a fourth of the faculty indicated that they were not satisfied with this and only about a third indicated an interest in participating in the Faculty Senate. While there may be a missed opportunity for the faculty to regularly express itself in a strong unified voice, it seems that in general there is enough participation in the operations of the College through the standing committee structure to satisfy most faculty members.

The Student Senate is an elected representative body. Elections are held during the first month of each academic year. The Senate has successfully planned, organized, and conducted student activities such as blood drives, food drives, dances, concerts, buffets on campus for students, athletics, field trips, and various community service projects. It also provides an opportunity for students to learn leadership skills.

### Projection

All of the implications of the legislation passed in July, 2007, that transitions the CCSNH from a State agency to a system of higher education that is governed by its own Board of Trustees are not fully realized at this point. It is expected that the authority to manage the System outside of the State bureaucracy “will result in a system of colleges that are more responsive, better able to engage in strategic planning, and able to implement procedures that better serve both internal and external stakeholders” (Chancellor Richard A. Gustafson, October 10, 2007). As the CCSNH moves forward with its self-

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governing initiative, Lakes Region Community College stands to benefit from decentralized processes in areas such as the approval of contracts, purchasing, professional development, and in- and out-of-state travel.

Senate Bill 538 was introduced in 2008 to add four public members to the Board of Trustees. With the increased scope of Board responsibilities and the creation of two new standing committees of the Board, it was felt that increasing the membership of the Board would be beneficial. SB538 also seeks the authority to develop policy for the acquisition of motor vehicles, deleting from the statutes a provision that ties CCSNH to motor vehicle rules for State agencies. The bill has passed the Senate unanimously and received a favorable public hearing before the House Education Committee.

The CCSNH will engage in a public relations campaign as the System and the individual colleges introduce their name changes to the public and reinforce their identity as comprehensive community colleges. There is good reason to expect that the timing of the campaign, in the spring of 2008, will have a positive impact on enrollments in the fall of 2008, and continue the College's strong growth trend.

A two-year transition period for certain State support services was built into the self-governing legislation, [SB 82](#). Paragraphs I – III, Section 35 repeal the responsibility of the State for the defense and indemnification of the CCSNH, the use of State financial and administrative services by CCSNH, and the availability of advice and supervision by the Attorney General. These Paragraphs are not scheduled to go into effect until July 1, 2009 (SB 0082 361:40 I). This allows for a two-year transition period during which the CCSNH will retain State legal services, banking and treasury services, and payroll and personnel services.

CCSNH System employees will remain in the NH Retirement System, as provided in SB 0082 361:40 I and will retain all rights, privileges, and benefits that they enjoyed at the time of the enactment of the legislation. The State Employees Association will continue to act as the exclusive bargaining representative for CCSNH employees.

Effective November 1, 2008, a Community College System legislative oversight committee, composed of three members from each house will be formed to study the effect of the transition of the Community College System to a self-governing entity. It will examine academic programs, financial management and budgeting practices, administrative operations, including the change in administrative overhead expenses and the ability to keep tuition affordable for students, changes in student enrollment, the amount of State funds requested by the CCSNH, and any other issue that the committee deems relevant. If the committee finds there are substantial concerns with the operation or administration of the CCSNH, it may recommend additional legislative oversight, continued partnership with the State on certain duties and functions, or legislation to return the CCSNH to State agency status. The committee will report its findings on or before November 1, 2009. (SB 0082 361:37)

The Board of Trustees has completed a comprehensive review and revision of its policies to reflect its new authority. Board policies are broad in scope, conceptual in nature, and set forth overall expectations. Implementation will be left to the System and the individual colleges. The System policies will allow enough latitude for the individual colleges to meet the unique needs of their communities.

The Board of Trustees is developing a “dashboard metrics” reporting system, which will allow large amounts of data to be communicated in a readily comprehensible fashion, with the use of easily understood and clearly organized presentations. It will use the system to assess, on a cyclical basis, such issues as enrollment, student satisfaction, student placement, Running Start, student civic involvement, College involvement in the community, lapse account status, donations, grant income, and graduation rates.

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While the College has embraced its position as a fully-accredited comprehensive community college since 2003, the System change from the New Hampshire Community Technical System to the Community College System of New Hampshire coupled with the change in the College name from New Hampshire Community Technical College - Laconia to Lakes Region Community College will renew awareness of the College in the Lakes Region and strengthen its identity as a comprehensive community college. The College will continue to pursue transfer options for its students and develop articulation agreements that will encourage its students to continue their education. Evaluation of current agreements is ongoing as the College seeks to expand transfer options.

In order to further engage the College Advisory Committee in the affairs of the College, the President intends to develop more specific goals for the Committee. His plans include involving the Committee in new areas, such as reviewing the capital budget and promoting the Long-Range Capital Plan, and soliciting feedback for new program ideas and new ways for the College to serve the community.

The College has every reason to expect that the experience, leadership, and vision that Dr. Mark Edelstein has brought to the position of President of Lakes Region Community College will continue to promote a unified effort within the College to keep moving forward. Under his direction, the College Coordinating Council will be instrumental in the efforts of the College to continuously assess its effectiveness in meeting its goals and objectives and fulfilling its mission. His positive relationship with the leadership of the CCSNH will help promote the College's agenda at the System level.

Regular, consistently-structured reports will help the College develop a base of data that, over time, will enable it to see patterns, define trends, and make informed projections. The criteria available for evaluation and decision-making will become more clear, objective, comparable, and dependable as it accumulates from year-to-year and this will strengthen the governance process.

The College administrators will continue to rely on the research, thoughtful deliberation, and creative solutions offered by the committee structure of the College.

Interest in the Student Senate and participation by students is on the rise, to the point where the Senate may soon have to find a larger meeting room. Higher levels of student involvement in the decision-making process will result in Senate sponsored activities that better reflect the wishes of the student-body, which in turn will foster even more involvement. Stronger involvement in campus activities will enhance recruiting and retaining efforts.

### **Institutional Effectiveness:**

There is much historical evidence that the Community College System of New Hampshire engages in self-examination for the purpose of improvement. From its establishment as a small collection of technical institutes and vocational schools under the Department of Education, it has, through careful and continual assessment of its role in the educational community of New Hampshire, evolved through many stages into a self-governing system of comprehensive community colleges. By law (RSA 187-A:28-a), a Public Higher Education Study Committee examines the goals, purposes, organization, and financing of all public higher education in New Hampshire and is specifically charged with monitoring the transition of the community colleges to self-governance. Also by law, The Board of Trustees is charged with "adopting principles of effective self-governance and assessing board processes, policies, and operation in light of such policies" (RSA 188-F: 5 XVIII). By policy, the Governance Committee of the CCSNH Board of Trustees periodically reviews the by-laws and policies of the Board and assesses Board effectiveness (Board of Trustees Policy Manual, Section 120 By-Laws, Article IV, section G, p. 10).

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Internally, the College does not rely on a specific review process to evaluate its system of governance, but rather looks to the results of its efforts to validate its organizational structure. However, the College is diligent in monitoring its progress on many fronts, particularly those outlined in the Strategic Plan. The growth of the College and its momentum in moving its Strategic Plan forward speaks to the effectiveness of its management.



# THE ACADEMIC PROGRAM: Standard Four

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## Description

Lakes Region Community College (LRCC) offers a wide variety of academic programs and options for associate degrees and certificates. The broad mix of offerings is consistent with the College mission "...to serve all students seeking a high-quality education, emphasizing active learning and personal attention, whether their goal is to transfer to a four-year college or university, enter immediately into employment in a technical or professional field, or simply improve their current skills and knowledge." The programs of the College were developed, under the guidelines of the Community College System of New Hampshire, and the scrutiny of its community, administrators, faculty, and students. With the change from the New Hampshire Community Technical College System to the Community College System of New Hampshire, the Board of Trustees has deemed it appropriate to delegate much of its authority over academic issues to the System Leadership Team, the CCSNH System Office, and the administration and faculty of the individual colleges, as outlined in the [Board of Trustees Policy Manual \(section 611\)](#)

The College defines a credit as one hour of classroom work per week over a maximum sixteen-week semester. Two or three hours of laboratory experience, three to five hours of clinical experience, or three hours of practicum, co-op, fieldwork, or internship experience are equivalent to one hour of classroom work.

Associate degree programs have 32 credits of major program-specific courses that relate directly to the technical skills, proficiency, and knowledge necessary for competency in their related careers. They also have a general education core of 24 credits for an Associate in Science, and 21 credits for an Associate in Applied Science to be distributed as follows:

<b>General Education Core</b>	
English Composition and Literature or Communication	6 credits
Science	3 credits
Math	3 credits
Social Science	3 credits
Humanities, Fine Arts, or Foreign Language	3 credits
General Education Elective (from any of the above categories)	6 credits for an Associate in Science Degree 3 credits for an Associate in Applied Science Degree

The College allows for a concentration within a degree. A concentration consists of a minimum of 20 credits of related sequential course work. These course groupings allow for a specialized focus.

Under these guidelines, LRCC offers the following:

<b>Associates in Science Degrees:</b>	
Accounting - Concentration in Business or Computer Applications	Fire Investigation
	Fire Protection
Business Management	Fire Science
Computer Technologies – Concentrations in Accounting, PC Systems Manager, Network Administrator, Application Developer, Database Administrator, Gaming and Animation Developer, Website Developer	General Studies
	Graphic Design and Printing Technology
	Human Services
	Media Arts and Technology
Culinary Arts	Nursing
Early Childhood Education	Restaurant Management
Energy Services and Technology	

<b>Associates in Applied Science Degrees:</b>	
Automotive Service Education Program (ASEP GM)	Office Technology Management - Concentrations in Administrative Office Assistant or Medical Office Assistant
Electrical Power and Control Technologies	
Electrical Systems Installation and Maintenance	
Marine Technology	

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The College offers an Associate in Arts (A. A.) degree, which is the equivalent of the first two years in a four-year baccalaureate program with transfer areas to be designated by the offering college. Programs leading to this degree are designed to prepare students for further education, career mobility, and full participation in community life. The Associate in Arts Degree program requires a minimum of 64 credits from the following distribution:

Associate in Arts Degree Requirements	
English Composition	3-4 credits
English Elective	3-4 credits
Humanities, Fine Arts, or Foreign Language	9 credits
Math	6-8 credits
Laboratory Science	8 credits
Social Science	9 credits
Liberal Arts Electives	15 credits
Computer Elective (recommended for students who are not proficient in computers)	3 credits
Open Electives	9 credits

The A. A. degree also allows for 20 credits of study in a specialization. LRCC offers Associate in Arts degrees in Liberal Arts, and specialized A. A. degrees in Fine Arts, and Teacher Preparation. LRCC Liberal Arts students have taken advantage of the agreement with the University System of New Hampshire that guarantees full transfer of the Associates of Arts degree in Liberal Arts. Liberal Arts students have also transferred to Southern New Hampshire University, Lesley College, Northeastern University, The University of Alaska, Brigham Young University, and a number of other universities. Since its inception in 2001, enrollment in the Liberal Arts program has grown from 14 to 80 students.

The College offers “professional certificates” designed to develop skills in an occupational field and to be easily applied to a complete Associate Degree. They are awarded for a minimum of 32 credits, 12 of which are in general education and are chosen to meet competencies required by the field of study. LRCC offers professional certificates in Graphic Design and Printing Technology.

Other certificates focus on employment or career advancement. There are no specific general education requirements for these certificates. LRCC offers 38 certificates spread throughout its program areas. In keeping with the [Mission Statement](#) of the College, the mix of coursework and degree options offered by the College provides students with job entry skills and credentials, opportunities for self-improvement, and transfer options to continue their studies. A number of articulation agreements with four-year institutions are in place. They are listed in the [College Catalog](#) (p. 28).

All degree requirements are described in the College Catalog. Included in each program section is a description of program goals, outcomes, competencies, and opportunities for employment and further study; aptitudes and specific skills required of students entering the program and for successful completion of the program; a complete profile of all options for courses of study that are available to the student in that program area, including all degree, concentration, and certificate options; and a suggested approach to course sequencing, semester-by-semester, for a four-term completion of the Associate Degree. This information is also available in individual profiles sheets available in the main lobby and in the [individual program sections of the College website](#).

The catalog also describes each course offered by the College, including the credits awarded for completion and any necessary prerequisites (p. 63 – 90). The same information is available by individual program in printed material placed in kiosks in the College lobby. Additional program information and the profiles, as well as program outcomes, are available on the College website.

Many of the programs of study at the College require software applications, an introduction to Windows, database, spreadsheets, word processing, PowerPoint, and the Internet. Those that do not require Software Applications either allow for a computer elective or include courses that educate the student in program specific computer hardware and software, as in Graphic Design and Printing Technologies, Media Arts and Technology, Automotive Service



## THE ACADEMIC PROGRAM: Standard Four

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Education, and Energy Services and Technology, or technological applications needed in the profession, as in Fire Science, Nursing, Marine Technology, and Fine Arts.

The distribution of general education electives varies greatly from program-to-program. While some profiles allow for a choice in fulfilling general education requirements, others may dictate courses to be taken. For example, in many programs students may choose any science course to fulfill the science requirement, while automotive students are required to take Physics I and Fire Science students must take Chemistry. While Fire Science students have an open English elective, Business students must take Business Communications as their second English course.

The demands of some programs allow for few program electives, while other programs offer the student quite a degree of latitude in choosing major area courses, allowing for a focus or the pursuit of a particular interest. For example, Marine Technology has no Marine electives, while the Computer Technologies Program has enough electives built into the basic degree for a student to choose from six different concentrations, according to his or her interest. Business students have 15 choices in Business and related courses to fulfill their requirement for the three Business electives required in their program.

In order to receive a degree from LRCC, the student must complete a minimum of 16 credit hours at the College. At least half of these credits must be from advanced courses in the student's major field of study. Advanced courses are listed in the catalog as courses to be completed in the second-half of the program's course sequence.

In addition to the degree and certificate programs, LRCC also operates a [Center for Workforce Development](#) (CWD). The CWD works with area businesses to design cost-effective training programs that meet their specific needs and also offers programs to the general public. Services available to businesses include training needs assessment, custom-designed programs or workshops, job task analysis, grant development, information resources, cost-benefit analysis of employee training, and group facilitation consulting. Training is offered in both non-credit and credit-bearing formats and can be delivered at the work site or at the College. Two- and three-day workshops in widely used computer applications, a sixteen-week Class A Commercial Driver License Tractor Trailer Driver Program, an Appliance Repair Institute, a Business Certificate for Firefighter Personnel, a School Law Seminar series, and Emeritus College are scheduled throughout the year and open to the public. Non-credit personal enhancement workshops, such as Reiki I&II, basic automotive repair/service, and arts and crafts workshops are also offered through the Center for Workforce Development.

Faculty is strongly encouraged to propose new courses and/or programs. The Academic VP is available for guidance throughout the process. Internally, the review of curriculum proposals is centered in the Curriculum Committee, which is comprised of faculty representatives from across the program areas of the College as well as the admissions director, the director of learning resources, and the registrar. They are charged with reviewing all proposed curriculum additions, deletions, and modifications for compliance with System policy and College objectives.

Steps for applying for a curriculum modification are outlined in [Curriculum Changes Procedures](#). Any curriculum change must be reviewed by the department chair. They must also be endorsed by the department's Program Advisory Committee, to ensure that the changes are in line with the needs of business and industry in the community. The [Curriculum Change Proposal Form](#), and supporting documentation, must be filed with the office of the Academic VP to be forwarded to the Chair of the Curriculum Committee. The person who is requesting the change must appear before the Committee. The Curriculum Committee determines whether or not the course or program has the breadth and depth to provide collegiate-level instruction, that it is addressing a field of study appropriate for the College, and that it meets or exceeds the standards of the College. The Committee may approve the request, table it pending further information or completion of recommended modifications, or deny the request as not being compatible with the College mission, not consistent with Board Policy, or not within the ability of the College to support. Actions taken by the Curriculum Committee are summarized and distributed via email to the College community. Minutes of all meetings are kept on file in the Office of the Academic VP.

In keeping with the mission of the College, LRCC recognizes the need to provide instruction to students who, for whatever reason, are unable to be present in the classroom, and has developed courses that are offered entirely online. In order to ensure consistency and high quality courses, LRCC is carefully monitoring the development and

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delivery of on-line offerings. If a program is 100% online or has an online component, prior to submission to the Curriculum Committee, it is independently reviewed by three members of the Distance Learning Committee for compliance with the [Quality Matters™ Rubric](#) developed by [MarylandOnline, Inc.](#) The results are compiled into a final evaluation. If the course falls short, the Distance Learning Committee works with the instructor to help remedy the deficiencies before presentation to the Curriculum Committee. Distance Learning Committee members also mentor instructors who are interested in developing new online courses.

According to the [Board of Trustees Policy Manual \(Section 640\) p. 2](#)), new associate degrees require approval by the Board. In the early development stages of a new program, the proposing college reviews content, course sequencing, course titles, and required credits, with the Vice Chancellor. A letter of intent, briefly describing the program, its need, anticipated enrollment, and costs, is reviewed by the Academic VP Council and the System Leadership Team. The focus of discussion by the Leadership Team is on the proposed program's impact on other colleges in the System. When the Leadership Team approves the request, the proposing college submits a full formal proposal to the Chancellor who forwards the proposal to the Chair of the Strategic and Academic Planning Committee. The full proposal must include: the program's objectives; employer interest, involvement, and investment in the program; a needs study; student interest; labor market demand over the next five years; projected enrollments; a letter of support from the College Advisory Committee; a start-up budget; an operating budget; and course descriptions and sequencing. If approved by the Planning Committee, the proposal is forwarded to the Board of Trustees with a recommendation for approval by the full Board. The Board of Trustees approves or denies the new program request. Programs and courses are named in accordance with the guidelines of the National Center for Education Statistics, Classification of Instructional Programs (CIP).

Elimination of a degree program also requires approval by the Board of Trustees. New professional certificates proposals must be approved by the Vice Chancellor and then the Chancellor. Program name changes are submitted to the Chancellor and then the System Leadership Team.

Oversight at the System level is one means of ensuring that the programs being offered are in an appropriate field and at a suitable level for college credit. Additional external evaluation is realized through the accreditation or approval of certain academic programs by outside agencies:

Program:	Agency:
Automotive Service Educational Program	International Association of General Motors Automotive Service Educational Programs National Institute for Automotive Service Excellence
Marine Technology	Mercury University
Electrical Technology Programs	New Hampshire Electrical Licensing Board
Computer Technologies	Microsoft, CompTIA, and Cisco Academy
Early Childhood Education	New Hampshire Bureau of Childcare Standards and Licensing
Nursing	New Hampshire Board of Nursing

While no specific accreditation is involved, the New Hampshire Fire Academy reviews the curriculum of the Fire Science Program.

Every term a syllabus is prepared by the instructor for each course and reviewed by the department chair and the office of the Academic VP. The syllabus must detail the grading policies, list the course outcomes and competencies, and outline the requirements for successful completion of the course. Attached to every syllabus is an [Academic Affairs Notice](#), which outlines policies on issues such as civil rights, equity, plagiarism, and cheating. It also informs the students about the [Teaching, Learning, and Career Center](#), Disabilities Services, and the [Bennett Library](#). All syllabi are kept on file in the Office of the Academic VP.

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All colleges in the CCSNH use Blackboard as a platform for online delivery. A Blackboard site is automatically set-up for all courses offered System-wide and all students are assigned an email account through the Blackboard system. Recognizing the potential of this resource, LRCC urges instructors to use Blackboard at least as a means of communicating with students. Instructors are encouraged to, at a minimum, post their course syllabus and contact information on the course website. The College offers a Blackboard template that provides a basic course structure and also includes links to resources to assist the student in managing online courses, copyright laws, computer use policies, netiquette guidelines, and links to the Bennett Library, the Teaching Learning, and Career Center, and an online student orientation. Some instructors are using Blackboard to incorporate web-based components into their course material, while others are offering hybrid courses that are 50% online, or distance learning courses that are 100% online. Blackboard training sessions for faculty are held on a regular basis and mentoring is readily available. The CCSNH has also provided access to “Soft Chalk,” an application that assists instructors in developing online material, such as lecture notes, review material, quizzes, etc. Soft Chalk training has been made available by the System. Members of the Distance Learning Committee are available to assist instructors in getting started with the software and have conducted workshops for all faculty and staff.

CCSNH offers support to both faculty and students engaging in distance education. LRCC students are directed to the [CCSNH distance learning website](#) to take advantage of resources found there. These include several evaluation tools to help the student determine if distance learning is a good personal choice, an online learning-guide that includes Blackboard specific information, netiquette guidelines, course listings, and credit transfer information. The website also has links to useful information for instructors seeking to engage in distance learning and has recently added a Student Orientation to blackboard which includes several online videos. LRCC offered 12 on-line courses in the fall of 2007 and 13 courses in the spring of 2008. At this point the College does not have any program that is 100% on-line.

The College offers courses during Winterim, a compressed two-week term in January. Courses offered in Winterim are carefully selected for adaptability to this format. The syllabus for each of these classes is available to students upon registration. It may be necessary for students to begin assignments before the two-week time period begins, and they may be completing assignments after the two weeks end. The College also offers courses in 8-week terms. These “hybrid” courses are designed to meet in a classroom once a week with the balance of the course work done online within the 8-week time frame. During the summer term of 2007, the College offered 13-week courses that met once a week for 3 ½ hours, 5 week courses that met twice a week for 4 ¼ hours, 8-week hybrid classes and 11 week online classes. In all of these formats, the course requirements mirror a full semester course. In addition, because the hybrid classes contain an online component, they are reviewed by the Distance Learning Committee and must meet the standards of the Quality Matters Rubric.

In keeping with the mission of the College to emphasize active learning and to prepare students to enter immediately into employment, many of the programs either require or allow for workplace experience. Automotive students follow an academic calendar that differs from the standard semester and provides for eight separate sessions over the two-year period. Four of these sessions are spent in the automotive service department of the dealership that sponsors the student. Restaurant Management and Culinary Arts students operate a successful restaurant at the Belmont Mill site, the [Food for Thought Café](#). It is open for lunch three days a week, and has become very popular with local residents. In addition, the students must earn 2 or 3 credits in a summer cooperative experience. Most also participate in the Hospitality Club, which offers students the opportunity to receive hands-on experience in catering events at the College and in the community. Nursing students are required to participate in a clinical experience each term. “Clinicals” run 7 ½ hours per day for two days each week. Human Services, Gerontology, Teacher Preparation, and Early Childhood students experience a practicum in each semester of their second year that gives them supervised work experience. Students in Graphic Design and Printing Technology, Fire Protection, and Fire Science have the option of earning 3 elective credits in cooperative education or in an internship.

There are several options for earning credits toward a degree and students are encouraged to pursue them. They are described in the [College Catalog](#) (pp. 26 – 28). The College will accept transfer credit from other accredited colleges if the student earned a C or better and the course is equivalent to one in his or her program. The College recognizes the College-Level Exam Program (CLEP) Examinations and Defense Activity for Non-Traditional Education Support (DANTES) College Credit Examination program, and CLEP, ACT/PEP and DANTES Subject Standardized Tests. Continuing Education Units accumulated in the student’s professional life may, if appropriately

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documented and successfully defended, earn the student credits at the College. A student may request to challenge a course and receive credit by receiving at least a C on an exam that is prepared and administered by faculty, in coordination with the Academic VP. A student may be able to earn experiential credit by presenting a well-developed and defended portfolio, which includes a resume, a narrative summary of work and learning experiences, and an outline of the skill, knowledge, and competencies for which the student seeks credit. The portfolio is evaluated by a team that forwards a recommendation for the amount of credit to be awarded to the Academic VP.

Matriculated students with a minimum grade point average of 2.0 or better may be eligible for a directed or independent study. Directed studies allow a student to take a course in a semester when it is not being offered by independently pursuing the published course requirements and outcomes under the guidance of a qualified faculty member. Independent studies offer the student an opportunity to pursue an area of study not covered by the normal curriculum but related to the program.

High school students in the State of New Hampshire have the opportunity to earn college credits in their high school classrooms through [Project Running Start](#). College faculty members are paired with high school faculty to offer college-level coursework to appropriately prepared students. High School Running Start teachers are considered adjunct faculty and must meet the same requirements as other adjuncts. Running Start students use college-level textbooks and follow College syllabi. College faculty oversees each course, support their high school partners, and visit each classroom. Students are charged \$100 for 3 – 5 credit courses and \$50 for one credit courses. LRCC has two Running Start Coordinators. Both Coordinators visit high schools regularly to promote the program and to provide support to the high school teachers. They also provide administrative support to the College faculty participants. This program is a high priority for the current governor, John Lynch, who has set aside \$500,000 in fiscal year 2008 to support Running Start Programs throughout the state. In 2006, Project Running Start was awarded the [Robert J McKenna Award](#) for program achievement by the New England Board of Higher Education. The program has enjoyed continuous growth in the Lakes Region since its inception in 1999 when 30 students registered for 7 courses at 5 area high schools. In 2007 – 2008 , 450 students registered for 66 courses, and 14 high schools were involved.

The College has also developed [articulation agreements](#) with high schools throughout New England. These agreements are program-specific and are listed in the College Catalog (p. 28).

In the academic year 2006-2007, the College expanded its process of regular program review to include an annual self-evaluation of all its programs. Lead Instructors and Program Coordinators were asked to complete the [Degree Program Annual Report](#) in May of 2007. Among other things, these reports include: the program mission statement; outcomes and assessment; description of the physical facilities used; the faculty rank, degrees held, and professional development activities; various enrollment statistics; cost breakdowns; an analysis of the strengths and areas for improvement; goals and action plans for enhancing strengths and addressing weaknesses. When completed, the program self-evaluations were reviewed by the department chairs and filed in the Academic Office.

The Academic VP monitors enrollment figures for all programs. Changes in the levels of enrollment can trigger a full program review; either for increasing resources for growing programs or for evaluating programs with decreasing enrollments. The response to declining enrollments may include efforts to bolster the program through recruitment, revamping, and marketing, or if warranted, to explore the option of discontinuing the program. For example, the Printing Program in the Graphic Arts Department will be discontinued as of fall 2008 due to a comprehensive program review initially triggered by low enrollments.

The ability of the College to provide resources to sustain and improve its academic programs was greatly enhanced with the addition of 37,000 square feet of academic space in the new CAT building and subsequent improvements made to the original building. The addition of the CAT building allowed the College to move its Graphics and Electrical Programs back to the main campus from the less desirable location adjacent to the state prison. It also allowed Fine Arts, Fire Science, and Computer Technologies to expand into the new building, leaving classroom space available in the original building. Each building now contains “smart” classrooms, teleconferencing capability, and dedicated labs that allow for state-of-the-art technology to be incorporated into the programs and for specialized needs to be met. Computers are easily accessible for students and instructors. In addition to several computer labs, many classrooms are equipped with computers available for use. Both buildings also have wireless access.

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Even with the new building, not all of the program needs can be met on the main campus. The Culinary Arts and Restaurant Management programs are currently housed in the renovated Belmont Mill, located five miles south of the main campus. Facilities at the Mill include a classroom, a 50 seat restaurant, and a 1,500 square foot industrial kitchen fully outfitted with commercial grade equipment and that houses a bakery. Dave's Motorboat Shop, located about six miles from the campus, provides the Marine program with indoor space adequate to accommodate larger boats for year-round, hands-on marine lab experience. All classes at the Mill and at Dave's are taught by College faculty and are an integrated part of the programs. The College is allowed to enter into multi-year leases with a five-year maximum term, renewable by mutual agreement.

The College offers a limited number of evening courses at Franklin High School in order to serve communities in outlying areas. Usually no more than five courses run there each term. A part-time coordinator is present when classes are in session. Presently, course offerings are limited to classes that do not require equipment or computers. Courses offered in Franklin are courses that are regularly taught on the main campus, although not necessarily during the same term. Ten courses were offered in the spring term of 2008. Three courses were taught. As a result of a major initiative, a list of [Core Competencies](#) was defined and accepted by all the colleges in the System. These included the skills, aptitudes, experiences, and knowledge that represent the benchmarks for the common educational foundation of all students who graduate from any college in the CCSNH. LRCC adopted this list of core competencies as a standard by which all degree programs at the College are evaluated.

The list of core competencies includes 70 items in the areas of human relationship skills, communication skills, critical thinking, global perspective, mathematical processes, scientific processes, technical skills, and learning skills. Additionally, eight outcome criteria were defined that summarize each of the eight categories. All are clearly qualities that support student success "whether their goal is to transfer to a four-year college or university, enter immediately into employment in a technical or professional field, or simply improve their current skills and knowledge," (LRCC Mission Statement). These competencies were placed in an [Individual Course Competency Checklist \(#1 and #2\)](#) and one checklist was completed for every course by each instructor. Instructors were asked to indicate whether each competency is included in the course, and if it is included, if and how it is assessed. The checklists were entered into a [Degree Competency](#) matrix headed by a list of every course a student takes to receive a degree in his or her program. A separate spreadsheet was set-up for every program offered by the College. Courses include major area courses and required general education courses. The compilation of this data, course-by-course, into degree programs, produced a profile for every program illustrating how each of the core competencies were addressed and assessed.

For example, the Degree Competency matrix for the Accounting program shows that Competency 1.01, "Identify personal and professional ethical standards, stated and implied," is demonstrated by the student in 14 of the 15, or 93%, of the mandatory courses, that the competency is assessed by the instructor in 10 out of 15, or 67% of mandatory courses, and that 4 of 6, or 67% of the likely electives would also cover the competency, and it would be assessed in 2 of 6 or 33% of likely electives.

For ease in analysis, the data for each program was summarized with regard to mandatory and elective courses on Degree Competencies. The profiles are periodically and systematically updated to reflect additions or deletions of courses and/or material within a course. In addition, program specific outcomes were analyzed by each lead instructor on [Program Competencies](#) worksheets to identify learning activities and evaluation criteria that supported each outcome, so that how a student is learning and how that learning is being assessed are included in the overall understanding of the student's experience at the College.

Using the core competency analysis and the outcomes analysis, lead instructors were charged with completing an "[Assessment Worksheet Phase III - Curriculum Modifications](#)" by identifying strengths, weaknesses, possible steps for improvement, planned curriculum changes to address weaknesses, and a timeline for completion of these modifications. This broad-based and comprehensive approach to the assessment of overall program content has enabled the College to examine, for example, how often, outside of specific required English courses, students are required to demonstrate communication skills, such as: reading comprehension; documentation; writing letters, reports, and research papers at a college level; and oral presentation and comprehension. The completed program matrix illustrates how mathematical and scientific processes are incorporated into the coursework beyond the basic math and science requirements and how human relationship skills, a global perspective, and critical analysis are woven throughout the curriculum.



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Looking at course content data this way has enhanced the College's ability to evaluate the consistency in the quality of its offerings and to modify programs accordingly. For example, as a result of this effort, the Computer Technologies Program recognized a deficiency in giving students a global perspective, and added the configuration and design of software for a global marketplace. They also added an assignment on resume writing to Software Applications when the process showed that students were not exposed to this skill in other courses.

The overall experience of the student is reflected in the specific courses completed and the competencies outlined in these courses. Assessment of the level of mastery of these competencies achieved by each student is based on a variety of methods. These include, but are not limited to, instructor evaluation of performance on written and oral examinations, written and oral presentations of research, conduct in labs, contribution to class discussions, participation in online discussions, and successful completion of projects and other assignments. The [Student Course Evaluation](#) is an instrument used to assess learning from the student's perspective.

The College is also exploring the possibility of engaging in portfolio assessment as a means of evaluating a student's overall experience at the College. The model under consideration allows for students to create either an electronic or a paper portfolio containing samples of their work. The purpose of the portfolio is to demonstrate the progress the student has made in all disciplines while pursuing their education at the College. The student, with the guidance of an instructor or advisor, selects the items to be included in the portfolio. The Teaching, Learning, and Career Center has already begun to assist students in creating portfolios to present to prospective employers.

The successful completion of licensing and certification exams also attests to the student's achievement of program competencies and an external validation of the program content. LRCC programs prepare students for the indicated licensing and certification exams:

Automotive Service Educational Program	A1 Engine Repair, A2 Automatic Transmission Transaxle A3 Manual Drive Train and Axles, A4 Suspension and Steering A5 Brakes, A6 Electrical/Electronic Systems A7 Heating and Air Conditioning, A8 Engine Performance L1 - Advanced Engine Performance ASEP students also receive credits for General Motors courses toward GM Master Certification.
Computer Technologies	For Microsoft: MCSE (Microsoft Certified System Engineer), MCTS (Microsoft Certified Technology Specialist), MCSA (Microsoft Certified System Administrator), MCSD (Microsoft Certified Solution Developer), MCDBA (Microsoft Certified Database Administrator), For CompTIA: A+ in Operating Systems, and A+ in Hardware For Cisco: CCNA (Cisco Certified Network Administrator).
Culinary Arts	ServSafe
Electrical Technologies	New Hampshire Electrical License ( with reciprocity in Massachusetts, Maine, and Vermont
Energy Services	North American Board of Certified Energy Practitioners
Fire Science	Emergency Medical Technician New Hampshire Fire Academy Fire Fighter I and Fire Fighter II
Health Unit Coordinator	HUC Certification Test
Nursing	National Council Licensure Examination for Registered Nurses
Early Childhood Education	The New Hampshire Bureau of Childhood Standards and Licensing Certification for Childcare Director or Teacher

The admissions policy of LRCC is designed to fulfill its mission to “serve all students seeking a high-quality education.” As stated in the [College Catalog](#) (p. 7), “Admission to the Lakes Region Community College is open to anyone whose academic record and personal qualifications suggest that he or she may pursue profitably one of its programs of study.” A student may show evidence of a high school diploma, a GED, or they may be admitted under provisions of the U. S. Department of Education’s “Ability to Benefit” rule. Technical and/or physical requirements for individual programs are listed in the catalog by program area. Only two programs have additional requirements for admission. The Automotive Service Education Program requires the student to be sponsored by a General



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Motors/AC Delco TSS dealership. Admission to the Nursing program is competitive and is based on high school-level, prerequisite courses and grades, college courses previously taken, and performance on the NLN Pre-Admission Exam. [Admission policies](#) are also outlined on the College website.

Upon admission to the College, all students who have not previously completed college-level English or Math courses are required to take Accuplacer exams to determine their placement in English and Math courses. The results of the exam may dictate that a student is required to take “fundamentals” courses in writing, reading, or math prior to enrolling in related college-level work. Students also have the option of studying on their own or using resources available in the Teaching, Learning, and Career Center, such as PLATO computerized tutorials, and then retaking the Accuplacer exam. Foundations courses carry credits, but these credits do not apply to the total required for graduation. Non-matriculated students who wish to take a Math or English course and do not have English or Math transfer credits must also take the Accuplacer Test.

In the fall of 2007, a part-time position was created to offer special services to students in programs that are not traditional for their gender, such as female students in the fire science or automotive programs, or male students in the nursing program. The Non-Traditional Initiative Coordinator is promoting these opportunities as well as supporting and mentoring students already enrolled in non-traditional programs.

A strong system of advising greatly assists the College in retaining its students. Every student, day or evening, is assigned an advisor who is an instructor in the student’s field of study. In order to accommodate evening students, advisors schedule late afternoon or evening office hours, or meet with students by appointment. Instant access by students and advisors to student academic records through the Student Information System has greatly enhanced the ability of faculty to provide accurate and informed advising to the student.

Advisors are responsible for assisting their advisees with registration each term. They monitor the student’s progress toward the timely completion of his or her degree and audit transcripts in anticipation of graduation. This is also facilitated by the Student Information System. Requirements for graduation are outlined in the [Academic Section](#) of the Board of Trustees Policy Manual (p. 2) and published in the College Catalog (p. 19) and in the [Student Handbook](#) (p. 16). The Registrar is responsible for performing a final audit on each student before a degree or certificate is issued by the College. At any point during a term an instructor feels a student is not making satisfactory progress in a course, he or she may issue a [Student Status Report](#) warning the student of the situation. The status report highlights the specific problem the student is demonstrating and makes suggestions for remedying the situation.

At the end of each term, the office of the Academic VP automatically generates a letter to each student who has exhibited poor academic performance such as a failing or incomplete grade or a low grade point average per academic standards established by the Academic Standing Committee. Actions that are taken include issuing a warning, putting the student on probation, enforcing a mandatory part-time status, or suspending the student from the College. Students are encouraged to seek assistance and are given very specific recommendations to assist them in finding the appropriate help. The Academic Standing Committee meets at the end of each semester to hear and process student appeals of academic action. These policies are described in detail in the College Catalog (p. 22). [Minutes of all Academic Standing Committee](#) meetings are kept on file in the office of the Academic VP.

Academic advisors receive copies of Academic Status Reports issued during the term as well as letters relating to poor academic performance generated at the end of the term by the office of the Academic VP. Advisors can offer to counsel the student directly and can also guide the student to some of the resources offered by the [Teaching, Learning, and Career Center](#), such as peer and master tutoring, access to various learning software, workshops in study skills, and counseling.

The [Student Policy](#) section of the Board of Trustees Policy Manual outlines the judicial system and process and includes a student code of conduct. The College Catalog (p. 20) and the Student Handbook (p. 7) contain the College’s policy on academic honesty, including a definition, examples, and a statement of non-tolerance. A student code of conduct is outlined in the College Catalog (p. 23) and the Student Handbook (p. 20). The [Academic Affairs Notice](#), which is attached to each course syllabus, includes a section on plagiarism and cheating, which also defines, illustrates, and describes the consequences of academic dishonesty.

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## Appraisal

While the requirements for programs of study and the process for developing them may seem rigid and cumbersome, the integrity of each program is enhanced by the degree of oversight built into the CCSNH. The involvement of the Program Advisory Committee, the College Advisory Committee, the Board of Trustees, and System Administrators ensures that the programs proposed by the College are current, relevant, and meet the needs of business and industry as well those of the students. Having a systematic and well-defined method of awarding credit improves the ability of LRCC students to transfer to four-year institutions. The general education core, as defined by the System, provides LRCC students with a solid foundation for further study and for participating meaningfully in their community. The College has recently been able to add programs such as Culinary Arts, Energy Management, Media Arts, and Web Development to its offerings.

LRCC began participating in the Community College Survey of Student Engagement (CCSSE) in 2003 as a means of assessing how the College is meeting the needs of its students. The last survey was conducted in 2006. CCSSE provided the College with a list of classes during which the survey was to be conducted. Students enrolled in the chosen classes represented a statistical sampling of the overall student population. Approximately 350 students participated. The results of the survey indicate that LRCC students are highly satisfied with their overall academic experience at the College. When asked if their experience at the College had contributed toward acquiring a broad general education, 65% saying that it had “quite a bit” or “very much.” Seventy percent felt the College had contributed to their ability to learn effectively on their own “quite a bit” or very much.” Ninety-two percent felt the College experience had helped them write more clearly and effectively, 87% felt it helped them speak more clearly and effectively, and 83% felt it helped them in solving numerical problems. When asked if their experience at the College had contributed toward acquiring job or work-related knowledge and skills, 70% said that it had “quite a bit” or “very much.” Ninety-two percent of the participants reported that they would recommend the College to a friend or family member, and 88 % rated their “entire educational experience at this College” as either good or excellent.

According to the survey, LRCC students feel that the use of information resources and technology are an integral part of their education. Ninety-two percent of the students taking the survey reported they used the Internet or instant messaging to work on assignments. Eighty-four percent reported using email to communicate with instructors. While 79% reported that computer labs were either somewhat or very important to them, only 51% percent reported using them and 65% were somewhat or very satisfied with them. When asked how much their experience at the College contributed to their knowledge, skills, and personal development in using computing and information technology, 60% said that it had “quite a bit,” or “very much.” Seventy-four percent indicated that the College emphasizes using computers in academic work either “quite a bit,” or “very much.”

When asked a series of questions relating to how much coursework at the College emphasized mental activities such as: analyzing, synthesizing, and organizing ideas, information, and experiences; applying theories, concepts, and information to solve problems or gain new skills; and evaluating the soundness of information, arguments, or methods, the responses ranged from 88% to 97% of the students indicating that they had engaged in these processes, while 44% to 65% indicated that these activities were emphasized “quite a bit,” or “very much.”

When asked to evaluate their active and collaborative learning experiences, 75% responded that they had asked questions in class or contributed to class discussions “often” or “very often.” Similarly, 99% responded that they had made a class presentation, although only 49% said they did that “often” or “very often.” Eighty-nine percent worked on projects with other students and 88% discussed ideas from the course outside of class.

While the above results indicate a generally positive response from its students, the College recognizes that there is always much room for improvement. For example, the CCSSE conducted in 2006 indicates that obtaining job-related skills was the primary (54%) or secondary (24%) goal of 78% of LRCC students. Seventy-eight percent reported talking about career plans with an instructor or advisor and 73% reported that career counseling is either “very” or “somewhat” important. However, only 47% reported being “very” or “somewhat” satisfied with career counseling services at the College. Similar results are found in questions relating to job placement, where 65% of the students rated job placement services as “very” or “somewhat” important, with only 28% being “very” or “somewhat” satisfied with these services.

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LRCC has begun to address the needs of its students for career and job placement guidance through the newly developed efforts of the Teaching, Learning, and Career Center. The Center has begun to offer resources to students who are looking for a career path. They are assisting students in documenting their knowledge and expertise and guiding them through the job-search process. As of May, 2008, the Center has worked with 153 students.

Fifty-five percent of the participants in the CCSSE indicated that transfer to a four-year college or university is their primary or secondary goal. While 67% reported that transfer credit assistance is “very” or “somewhat” important to them, only 34% indicated that they were “very” or “somewhat” satisfied with the transfer credit assistance they had received at the College and only 30% indicated that they “often” or “sometimes” used transfer credit assistance.

The College hopes that its Transfer Advocate Program encourages students to continue their education beyond the associate degree. Faculty, staff, and administrators sign on as advocates for particular four-year institutions with which they have some firsthand knowledge, and agree to be available to discuss issues such as academic opportunities, campus life, and career possibilities with interested students. The College holds articulation agreements with ten institutions that offer bachelor degrees.

Engaging students in activities outside of the classroom is another challenge facing LRCC. Although 87% of the students participating in the CCSSE reported that they discussed ideas from readings or classes with others outside of class, 46% said they never worked with classmates outside of class to prepare class assignments. Eighty-two percent reported never working on a community-based project as part of a regular course.

The limited number of online courses offered by LRCC may be due in part to the rigorous review process the College has implemented. While the College is very interested in expanding online offerings, it is also dedicated to maintaining the high quality and integrity of all courses and ensuring that the educational experience of the online learner is as valuable as that of the in-class student. Training and mentoring are available, but time for online course development remains the largest barrier to increasing offerings. Members of the Distance Learning Committee have developed a template, which sets up a basic course skeleton. It includes examples of start-up instructions, announcements, instructor contact and background information, as well as standard elements such as the Academic Affairs Notice, Computer Use Policy, “Netiquette” Policies, a copyright statement, computer requirements, and student resources for distance learning classes. The template has proven to be an effective means of guiding instructors in building Blackboard sites that support in-class and hybrid courses as well as 100% online delivery. It is also a time-saving tool that will encourage instructors to make better use of Blackboard.

The Distance Learning Committee is using the 2005/2006 Quality Matters Rubric developed by MarylandOnline. While initially free, these materials have since been updated and MarylandOnline now offers subscriptions and training sessions for a fee. The College is committed to using the Quality Matters model to assess online delivery of course material and is considering pursuing these options.

It is the goal of the College to have its programs centrally located. However, until there is more room on the Laconia Campus, the off-site locations at the Belmont Mill and Dave’s Motorboat Shop provide the Restaurant Management, Culinary Arts, and Marine Technologies programs space that is appropriate for the hands-on learning that is required in these programs.

Contact between Running Start faculty and high school partners is carefully documented to ensure that there is appropriate oversight on the part of the College. However, there is no mechanism in place to track the success of students who transfer their LRCC Running Start credits to other institutions, or who matriculate at the College. Still, the overall evaluation has been positive. For example, several students have successfully completed Accounting II after taking Accounting I through Running Start. Students matriculated into the Computer Technologies or Business programs have been able to take more advanced software classes such as Spreadsheets or Database Management and Design in their first semester after taking Software Applications as a Running Start course.

The College has taken a position of measured growth in the Running Start Program. While the number of participants has grown from 30 to 450, the number of schools has only increased from 5 to 14. The priorities of the LRCC Running Start Program are to assure that the faculty is able to support their high school partners and that the quality of the courses being offered is consistent with college-level courses and standards and compatible with the

## THE ACADEMIC PROGRAM: Standard Four

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College mission. LRCC Running Start courses are introductory courses and represent a small portion of the College's offerings.

As the College continues to use the assessment matrix to evaluate the overall experience offered through each program of study, it will also be evaluating the matrix itself for completeness and relevance. For example, the Assessment Team is currently considering the addition of a category for "visual literacy." The College is in the process of compiling portfolio samples from various programs and continues to seek additional ways to assess learning outcomes for individual students.

The Nursing Program has an excellent record in tracking the success rate that nursing students achieve in taking the National Council Licensure Examination for Registered Nurses. Since the inception of the program three years ago, each graduating class has had an initial pass rate that exceeded the national average. In 2006, LRCC students averaged 88.2% exceeding the national average of 87.9%, and in 2007, LRCC nursing students enjoyed a 92.86% pass rate, as compared to the national average of 86.3.

Tracking success rates on licensing and certification exams for other programs has been difficult as the tests are not integrated into the program. Electrical students, for example, must work for 6000 hours, or about 3 years, before they are allowed to take the exam. Useful data is not available through the licensing board. Similarly, computer students who sit for various exams do so independently of the College. While those who are successful often report back to the department, there is no way of tracking those who never take the tests and those who take them and fail. The computer department is pursuing the possibility of re-opening a test center at the College. Should this take place, the College would at least know when the tests are being taken and could put into place a mechanism to request the student's voluntary disclosure of his or her test results.

The Emergency Medical Technician Course has a practice exam taken toward the end of the course that mimics the success rate of those who do go on to take the National Registry exam. Eighty-five to ninety percent of LRCC students pass the practice exam. All Fire Science students take the Fire Fighter I (FFI) or Fire Fighter FII (FFII) exam if they do not have the certification when they arrive at the College. Some students take the FFI or FFII programs with their home fire departments and transfer them in. Over 90% of the LRCC students who qualify for either the FFI or FFII exams pass the test.

### Projection

The [Strategic Plan](#), developed by the College Coordinating Council (CCC) and ratified by the college community, serves as a guide in moving forward with all major initiatives of the College while keeping it true to its mission. The Strategic Plan is a living document that is reviewed and revised on an ongoing basis so it maintains relevancy and currency as the College accomplishes some goals, renews others, and develops new ones. In order to maintain focus on achieving its goals, the CCC identified fifteen items across the six goals of the Strategic Plan and highlighted them as the [Critical Priorities for 2007-2008](#).

Throughout both the Strategic Plan and the Critical Priorities for 2007-2008, there is recognition of the need for the College to develop and distribute various reports that regularly track specific data in order to understand trends and strengthen the decision-making process. The College is developing a system of regular [College Reporting](#) that will allow it to consistently track progress on key performance indicators over time. Included in these are reports on enrollment, retention, persistence and success, basic skills courses, degrees and certificates earned, student transfers from LRCC to four-year institutions, and employment of graduates. The College will use these indicators to evaluate and improve its academic programs.

The College is participating in another round of evaluation using the CCSSE. The survey was administered to students in the spring of 2008. Results will be available in the late fall of 2008. The College will do extensive work in tracking data and looking for trends from the 2006 to the 2008 CCSSE.

It is a stated critical priority of the College to promote and expand the exploration, development, and modification of new programs; Advisory Committees will continue to play a strong role in that process. Currently, the College is considering programs in the following areas: general automotive, a variety of health related fields including medical

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illustration and paramedics, recreational facilities management, and horticulture. The Strategic Plan also calls for an increased number of program offerings to businesses through the Workforce Development Office.

In order to increase student access to educational opportunities offered by the College, the Strategic Plan calls for an increase in online offerings. Although this is not a critical priority for 2007 -2008, progress is already being made in this direction. It is becoming increasingly easy and less time consuming for instructors to use Blackboard as an instructional tool. The System is creating a Blackboard site for every course, so rosters and student information are already in place. The Blackboard Course template allows for a quick start-up, making sure the essential elements are included in the site. Blackboard training and mentoring is readily available. As instructors who are inclined to integrate technology into their classes become more comfortable with Blackboard, the progression from using it as support for traditional classes, to developing hybrid classes, and ultimately 100% online courses is very likely to occur in the near future.

In order to ensure the quality of instruction and instructional services, the Strategic Plan calls for the College to increase the use of technology in the classroom and to continue to improve technology support with additional resources and planning. The increased flexibility that the College is experiencing with the move away from state agency status and the new [Equipment Budget Process](#) developed by the College will allow the College to be more proactive in planning for the procurement of new equipment and other technological resources. The new procedures for approving expenditures for staff development funds will allow the College to be more effective in accessing technological training for staff and faculty. This is a critical priority.

The College recognizes the need to better meet the needs of students for job counseling and placement services. It is a critical priority of the College to explore the establishment of an office of Career Services to provide information, counseling, and placement assistance, building on the work begun by the TLC Center. As part of the planned reporting schedule, once the Career Center is fully functional, it will be responsible for issuing an "Employment Report." Every August, the report will track the names, majors, and employers of LRCC graduates, with a focus on ten-year trends. The College has plans to assess employer satisfaction with the College's preparation of employees. It also plans to promote awareness of the contribution LRCC students are making to the workforce as well as the community.

The proposed Automotive and Marine building will provide the space needed by the Marine program to accommodate larger boats, eliminating the need to use Dave's Motorboat Shop. As the College explores the use of the space vacated by the Automotive and Marine programs, relocating the Restaurant Management and Culinary Arts programs to the main campus will be a high priority.

Several changes in the Running Start Program are expected to take place System-wide in the near future. Based on experience with the program, CCSNH has issued the "[Running Start Contract](#)" which more clearly defines the relationship between the College and the high school and clarifies other issues. Student eligibility will be more clearly defined, particularly as it relates to the student's grade level. Procedures for the replacement of high school Running Start teachers, should someone become unable to finish the course, are now defined. The System has also issued a new guideline: [Minimum Standards for Adjunct & Running Start Faculty](#), which will become effective in the fall of 2009. This documents the educational and experiential requirements for Running Start high school teachers.

Dual-credit initiatives such as Running Start are growing nation-wide. The State has provided money for the hiring of Running Start Coordinators and for Running Start Scholarships. As tuitions continue to increase, the demand for less expensive credits is also likely to increase. It is, therefore, reasonable to expect that the Running Start Program in New Hampshire and at LRCC will continue to grow as it has every year since its inception.

The annual review of programs will result in a more timely review of each program and eventually will provide an historical overview of the development of each program and its ability to sustain quality. The compilation of the reports from year-to-year will yield qualitative information as well as quantitative data from which trends and patterns can be discerned. The Strategic Plan calls for a revision of the program review process. The goal is to simplify the process and make the review of programs more outcomes based.



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The College will continue to focus considerable efforts on the assessment matrix, ensuring that the analysis of courses and programs are kept current, that the matrix itself continues to be meaningful, and that courses and programs are modified when appropriate.

The College will also focus on portfolio development. With the initial step of gathering samples from across the curriculum underway, the Assessment Team will consider these as well as portfolio samples gathered from other institutions and begin to develop a model for the College.

Several of the new reports that are being developed and prepared by the College will enable it to assess its effectiveness in academic areas. The “Retention/Persistence/Success” report will track the number of students who completed the semester they started, the number who continued in the following semester, and the number who received a grade of “C” or better. The College plans to conduct follow-up surveys of non-returning students to find ways to improve retention and persistence and to support additional student activities that would improve campus life and enhance retention. It also plans to monitor, share information about, and improve student retention, using initiatives developed in the [Enrollment Management Plan](#).

The Strategic Plan calls for the tracking of students enrolled in basic skills courses. The “Basic Skills” report will track the students who enrolled in a Fundamentals of Reading, Writing, Computer, or Math course and subsequently enrolled in a college-level course. Using this data, the College will be able to understand how it can more effectively serve under-prepared students. LRCC has identified increased utilization of the TLC Center as a critical priority in its efforts to support underprepared students.

Due to the positive impact that Accuplacer has had on the placement of under-prepared students in basic skills courses for reading, writing, and math, in the fall of 2008, the College is adding computer skills to this evaluation process. Software Applications classes in spring and summer of 2008 will be used to evaluate the computer placement exams and to provide a baseline for establishing potential cut-off scores. A pilot study is being conducted using the computer competency component of Accuplacer. Results of the study will be used to determine the proficiency level of LRCC students and the need for a remedial computer program.

The “Employment” and “Transfer” reports will allow the College to determine if programs are meeting the mission to prepare students for both the workplace and continued education. The College has identified as critical priorities to expand services that encourage transfer and to increase marketing of the transfer option to local high schools and to parents. The Strategic Plan also calls for the College to develop an annual report on transfer students in order to promote the transfer option. An additional goal of the Strategic Plan is to pursue additional articulation agreements with baccalaureate institutions as well as with high schools.

### **Institutional Effectiveness:**

Regular external oversight of LRCC programs provides guidance to the College as it seeks to continually improve academic offerings. Input from College and Program Advisory Committees keeps the College current and relevant to the community and the industries it serves. Monitoring by accrediting and certifying bodies holds the College to high academic standards. Feedback from internships, co-op placements, and the public, as in the ASEP partnership with General Motors and the Culinary Arts Program, allows the College to evaluate its effectiveness in preparing students for the workplace. The College uses input from these sources to continually update and upgrade its academic offerings.

The College also engages in many internal processes for self-evaluation and improvement. Curriculum Committee involvement in new course and program approval keeps the College in compliance with System policy and College objectives. The Distance Learning Committee’s application of the Quality Matters Rubric sets a high standard for all courses with an online component. Department chairs assist in this process and also monitor courses through syllabi review, class observations, and faculty evaluations. Programs are improved through the self-evaluation process. Every course is evaluated by students and feedback is passed on to instructors for improvement in course delivery and content.

The evaluation of programs for inclusion and assessment of all core competencies ensures that every student who graduates from LRCC has been exposed to a knowledge base and a set of skills that the College considers essential.



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Portfolio assessment will give the College an enhanced view of a student's overall experience at LRCC. Participation in the Community College Survey of Student Engagement provides vital feedback on the College's performance from the student's point of view. All of these initiatives assist the College in its self-evaluation and enable it to define areas for improvement.

The ultimate test of the effectiveness of an academic program is the subsequent performance of its students. LRCC is making increased efforts to track students as they transfer to other institutions or move on to the workforce. This information will greatly enhance the ability of the College to make meaningful assessment of, and improvements in, its academic programs.



## FACULTY: Standard Five

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### Description

The faculty at Lakes Region Community College (LRCC) is prepared for and committed to fulfilling the College [mission](#). Although the number of faculty is relatively small, it is an experienced and close knit group that works well together in supporting student success. The faculty possesses a wide-range of academic and professional preparations that reflect the diversity of the programs offered.

The academic credentials of the 39 full-time faculty members are shown below. At least eight of these faculty members are in the process of acquiring a higher degree.

#### ACADEMIC CREDENTIALS

	Cer	AA	BA	MA/	PhD/E
Technical	2	6	5	2	1
Arts & Sciences				8	1
Business and Computers			2	5	
Human Services/Teacher Prep.				2	1
Nursing				5	
TOTAL:	2	6	7	22	3

Total Full Time Faculty: 39

In addition to these 39 faculty members, the College employs approximately 40 adjunct faculty each semester. The adjunct faculty members come from a pool of approximately 100 adjunct faculty. During the 2007-08 academic year, full-time faculty taught 60% of all sections, which includes day, evening, hybrid, and 100% online offerings. A further breakdown shows that full-time faculty taught 74% of day, 28% of evening, 61% of hybrid, and 70% of online courses.

All full-time and adjunct faculty qualifications are reviewed and certified by the Academic Vice President prior to hire. To be certified, a potential faculty member must have special certifications, licenses, industry or research experience and/or an educational background that directly relates to the discipline in which he/she teaches. Academic credentials of all faculty are listed in the [College Catalog](#).

In addition to academic qualifications and certifications, LRCC faculty are members of professional organizations, actively volunteer in community organizations, serve on advisory boards, present at professional conferences, contribute articles relevant to their field of expertise, earn awards or recognition for excellence in their field, perform research relevant to their discipline, and participate in workshops and in-service training. Listed below are examples of faculty accomplishments and special recognition.

- Mercury Marine's Top US Service Instructor Award
- General Motor's ASE Teacher of the Year Award
- General Motor's ASEP Instructor Award of Merit
- Lakes Region Management Club's Chairperson of the Year Award
- The Community College Humanities Council's national award for the most improved Literary Journal (PHAS Tracks)
- Editorial credit for three fire protection publications
- Beth Israel/Harvard Medical School's National Speaker for Mind Body Medical Institute Award

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- Division of Children, Youth and Families Early Childhood's Appreciation Award
- United States (5) and International Patents (1)

The twenty-two academic programs within the College are managed by seven department chairs and six program coordinators. Some department chairs oversee more than one curriculum. All of these leaders are teaching faculty; however, they may teach a reduced load due to administrative responsibilities, which include program development, coordination of faculty teaching assignments, faculty performance evaluations, classroom observations, and participation in hiring adjuncts. All day programs have at least one full-time faculty member, with the exception of Human Services. The Human Services program coordinator is a part-time employee who in addition to academic program responsibilities is the campus non-traditional initiative coordinator, which keeps her highly involved with the College.

All full-time faculty members are academic advisors and serve on at least one of the fifteen [College Standing Committees](#). The faculty has a voice in campus governance and a role in ensuring academic integrity through their participation in these standing committees. The Academic Standing Committee reviews the policies addressing student academic standards and makes recommendations to the President for appropriate changes. Six elected faculty members serve on the College Coordinating Council, which makes recommendations for annual College goals, strategic planning, and policy development. With the administration and staff, the faculty also has a voice in governance through the Judicial and Equity Committees. The College recognizes the Faculty Senate as a standing committee. This is the only committee which is comprised solely of faculty members. In addition to committee work, faculty attend both faculty and faculty-staff meetings that are scheduled each semester. Faculty meetings are run by the Academic VP and address issues regarding policies, students, advising, academic activities, as well as offering feedback on issues related to students. The faculty-staff meetings are run as open forums by the President. These meetings are an important mechanism for keeping communication open and consistent within the campus.

Curriculum development and academic planning occur within each program. Faculty members initiate most curriculum changes, and each program works with an advisory committee comprised of industry and academic professionals who provide input to these changes. Any new programs include program outcomes that are approved by the department chair or program coordinators and are published in the [College Catalog](#). This process supports academic freedom for all faculty while maintaining a consistent review process to ensure quality offerings that are aligned with the mission of the College.

All full-time faculty have participated in a College-wide assessment initiative. The College's Assessment Committee has undertaken the task of reviewing all programs and courses to determine strengths and areas for improvement regarding how the programs are meeting the set of [core competencies](#) that were adopted by the faculty and administration. Faculty within each program have developed program outcomes and reviewed the degree profiles to ensure that all program outcomes are sufficiently addressed and assessed. Core competencies for every course have also been reviewed to identify the different methods of instruction and assessment being implemented. As a result of these activities, various faculty members have implemented changes to better meet the learning objectives of their programs. For example, many programs identified a need for a more global perspective; therefore, faculty created learning activities and assessments to address this need. In addition to completing this course and program review, the Assessment Committee is researching and considering student portfolios as a means of assessing student learning.

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## FACULTY: Standard Five

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Faculty workload is defined in the [State of New Hampshire State Employees Association Collective Bargaining Agreement – 2007-2009](#) (SEACBA), (Article 40.5.1) and includes “a balance of instructional and non-instructional duties (office hours, institutional assignments/activities, departmental assignments/activities, professional development activities, and service to the community and student organizations/advising activities).” A full-time faculty member is expected to teach 15-18 contact hours per semester for a yearly total of 30-36 hours. By contract, each faculty “shall be assigned no more than three preparations per academic semester,” although more preparations may be assigned in order to achieve the required contact hour load. Full-time faculty must have a minimum of five office hours per week. Department chairs review assignments each semester and equalize teaching loads within their departments. The Academic VP may make adjustments to faculty workload in consultation with the department chair and the affected faculty member. The Academic VP distributes faculty workload Assignment Sheets every semester, which outline each faculty member’s course load and indicate other assignments that may impact the workload.

The average faculty workload for the 2007-08 year was 32 hours. Approximately nine faculty worked a paid overload. The average number of preparations was three per faculty member with approximately 14 of the faculty exceeding the ideal three-preparation limit. All faculty serve on the College’s standing committees with an average of three committees per person. Approximately 20 of the full-time faculty members serve on three or more committees. The average number of advisees is 23 students per faculty member, although the number of advisees is much higher in programs with large enrollments. For example, Fire Science faculty members have over 70 advisees per full-time faculty member.

An additional faculty activity is involvement in the [Running Start](#) program, a program in which College courses are offered in high schools and taught by high school faculty. Sixteen LRCC professors served as Running Start Faculty partners during the 2007-08 academic year, with an average of three courses per partner. For each Running Start course, the faculty partner is responsible for ensuring that the high school course meets College standards, communicating periodically with the high school faculty member, observing one class per semester, and completing Running Start accountability paperwork. College faculty partners receive a stipend of \$300 per Running Start course. As part of the Running Start program, the high school teacher must be certified as an adjunct faculty member, according to the [Minimum Standards for Adjunct and Running Start Faculty](#).

LRCC has an academic environment that enables faculty and students to work closely in small classes while integrating theory with practice. Each department is responsible for academic advising with assignments made each fall and at the start of the second semester by the department chairs. Academic advisors are available at least five hours every week and often for many more. Non-matriculated students are advised by the college counselor or full-time faculty members. Each semester, full-time faculty attend mandatory in-service workshops that provide up-to-date information for student advising. Topics covered in the past year include an overview of program/course changes, review of academic standards, use of the Banner Student Information System, FERPA guidelines changes in the System grading policies.

All programs and courses are reviewed and approved by the faculty-governed Curriculum Committee to ensure that the content and methods of instruction meet generally accepted academic and professional standards. Prior to review by the Curriculum Committee, each curriculum change is reviewed by the program’s advisory committee, which is made up of industry or academic professionals from that area. College programs utilize current technology and faculty members

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take the initiative to maintain certifications and receive necessary education and training.

Examples include:

- Automotive Technology students use the same tools and equipment currently used in GM dealerships.
- Graphic Design students utilize the latest Macintosh hardware, state of the art HD video equipment, and the latest editions of graphics software such as Adobe InDesign CS3, Adobe Illustrator CS3, Adobe DreamWeaver CS3, and Final Cut Pro Editing Software.
- Marine Technology students are taught by Certified Master Mercury Marine technicians using state-of-the-art equipment including Digital throttle and shift engines, Smartcraft communication equipment and software, marine drive systems and computer diagnostic equipment.
- Computer Technology students use the latest Microsoft software including Windows Vista, Office 2007, Server 2008 as well as XNA & DirectX 10, and .NET 2005.
- Computer Technology instructors regularly use Smartboard, SoftChalk, Webcasts, and Podcasts (saved as MP3's so students can download and listen at a later time).
- Electrical faculty are teaching students about solar power, using new electrical equipment for training and teaching OSHA safety.
- Fire Science students are trained with EMS equipment, use computer modeling in fire investigation and have access to the NH Fire Academy.
- Science students use PCR (polymerase chain reaction) equipment to condense DNA, Gel electrophoresis for DNA analysis, and mass spectrophotometer for bacterial culture analysis.
- Restaurant management students use touch screen P.O.S. (point of sale) technology in dining room management courses.
- Most faculty are utilizing Blackboard to support traditional courses.

The methods of instruction are varied and appropriate to student capabilities and learning needs. The technical programs integrate hands-on lab activities with theory. The Automotive Technology and Graphics Design programs incorporate a co-op component within the programs to couple industry experience with their academic programs. Faculty invite guest speakers from business and industry and coordinate field trips in order to give students additional perspective within courses. For example, Energy Services and Technology Program (EST) students visited Osram Sylvania's 'Lightpoint' training facility in Danvers, Massachusetts. Business Management students have visited the Belknap County Economic Development Council. Computer faculty take students to Microsoft TechNet events. Many more examples can be found on the [College website](#) through the "[Archived Articles](#)" news link. Students in all programs experience a variety of methods, which may include lecture, hands-on labs, small group activities, class presentations, and problem solving and writing activities.

Students in all programs are taught by a variety of faculty in order to ensure exposure to various viewpoints. More than one faculty member teaches major courses within programs. With the exception of the Human Services program, all programs have full-time faculty members who provide the foundation courses within the program. Adjunct faculty provides additional viewpoints and in most cases a connection with various industries or professions that enhance the students' educational experiences.

The institution and faculty encourage and support students to pursue scholarly and creative activities. Advisors assist students in learning about and preparing for transfer to four-year institutions in both liberal arts and career fields such as graphic design, fire protection, and nursing to name a few. Faculty encourage students to pursue special certifications such as: EMT in Fire



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Science, ASE Technician Certification tests in Automotive Technology, ECE credentialing in Early Childhood Education, and Microsoft certifications in Computer Technology. In a recent survey, faculty listed many examples of creative or research projects they conducted with students. In addition, faculty gave examples of specific support received from the institution such as equipment and supply purchases, IT support, cooperation with outside agencies (Lakes Region General Hospital/Nursing Program), and support from staff and administration in improving programs.

Courses are offered in a variety of formats and timeframes, including traditional fifteen-week day and evening courses, accelerated Winterim two-week offerings, eight-week hybrid offerings, 100% online, and hybrid courses. Enhancing 100% online course offerings is an important initiative for faculty. Most of the faculty have completed training on Blackboard and have incorporated this online learning platform in courses. In 2005, the Distance Learning Committee was formed to assist faculty and students with online and hybrid teaching and learning. The purpose of the committee is to provide training to students on the use of Blackboard, provide training and mentoring to faculty on the use of Blackboard and online delivery, communicate Best Practices and other standards and procedures as approved by the System Distance Learning Committee, and make recommendations to the Academic VP regarding distance learning courses, procedures, and policies. At this time members of the committee have mentored approximately 12 of their fellow faculty members, offered two training sessions per semester on Blackboard, and are completing peer assessment on all online/hybrid courses using the [Quality Matters Rubric](#). In support of increasing faculty use of the online platform, all new full-time and adjunct faculty are required to participate in Blackboard training.

In conducting the College's courses, each faculty member accepts the responsibility to prepare and deliver effective instruction that meets students' needs. Each full-time faculty member completes a [Professional Development Plan](#), and is responsible for pursuing development that is consistent with his/her discipline and the mission of the College. The College has a [Professional Development Assistance Policy](#) that supports credit and non-credit courses, workshops, seminars, conferences, and lectures as well as other development opportunities for full-time faculty. Adjunct faculty may obtain financial assistance for professional development activities if there is a demonstrated need or benefit to the institution. Adjunct faculty are also eligible to participate in College or department sponsored in-service training or educational programs. The College provides an orientation for new faculty each semester, and adjunct faculty are invited to:

1. attend faculty and department meetings
2. serve on committees, including Standard committees
3. attend academic advising seminars
4. attend workshops and seminars

As part of the CCSNH, the College follows System policies regarding recruitment, appointment, and termination of full-time faculty and academic support personnel. The President of the College has the authority to make academic appointments. There are four ranks for full-time faculty: Instructor, Assistant Professor, Associate Professor, and Professor. Faculty salary levels are set by the collective bargaining agreement for all State employees and vary by labor grade and step within each grade. Current salaries range from \$31,783.00 for a step I\_Instructor to \$57,406.00 for a step 8 Professor. The College has the authority to offer a starting salary up to step two of the scale for faculty level. Approval for any placement at a higher level must be requested through the System Office. A full listing of salaries is shown in the [2007-2009 SEA Collective Bargaining Agreement](#). Faculty positions are created on a 180, 216, or 234-day calendar depending on the teaching assignment.

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The hiring process for full-time faculty starts with a position creation and approval process, followed by an in-house posting of the opening. Potential applicants' qualifications are reviewed by the Academic VP using the established Supplemental Job Description for the position. The candidates are evaluated for qualifications related to one of the four faculty classification levels, Instructor, Assistant Professor, Associate Professor, or Professor. The Academic VP certifies the candidates, which makes them eligible for consideration for the interview process. If there are no certified in-house applicants, the process moves to outside advertising. Once applicants are certified, interviews are scheduled with a faculty selection committee and the committee's recommendation is forwarded to the Academic VP and President for final interviews and approval. While department chairs are responsible for the recruiting of adjuncts in their departments, ultimately the hiring and certification of all faculty is the responsibility of the Academic VP. The College is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, age, or disability. The full-time faculty consists of 60% men and 40% women. The racial and ethnic diversity of the faculty is slight but comparable to the diversity of the region.

New faculty receive a "letter of appointment" which states their starting salary. The "Final Interview Full-Time" form is signed to ensure that new employees have received all necessary information regarding salary, labor grade and step, rights, and benefits upon hiring. A Supplemental Job Description clearly outlines professional expectations and responsibilities for specific positions. The College does not provide collegiate-type tenure for faculty. However, after one year from date of hire, individuals who have satisfactory performance evaluations earn job security in the form of due process as provided through the New Hampshire [Division of Personnel Administrative Rules, Chapter PER 1000](#).

Department chairs evaluate both full-time and adjunct faculty. All full-time faculty receive an annual, written performance evaluation per the Division of Personnel Administrative Rules, Chapter Per 800. The evaluation process includes a classroom observation, a review of [Student Course Evaluations](#), and the completion of the [Faculty Performance Evaluation](#) form. This annual evaluation form includes the following criteria: Teaching and Learning Effectiveness, Institutional Service, Community and Professional Development Activities, and Professional Conduct. A classroom evaluation is completed for each adjunct faculty member each semester. In addition, students evaluate every faculty member in every course.

While students evaluate individual faculty and courses each semester, the institution has also participated in the nationwide [Community College Survey of Student Engagement](#) (CCSSE) to study institutional effectiveness. This survey provides detailed information regarding student perceptions of learning, scholarship, and advising.

All full-time faculty are informed of the promotion process annually. Promotion criteria include academic qualifications, academic contributions, service to students, service to institution and community, and professional growth and development. Each year the Academic VP appoints a team of Master Teacher Fellows from the full-time faculty who engage in a peer review process for promotion. The promotion process is defined in detail in the [Faculty/Staff Handbook](#) (pp. 104-109).

The [Board of Trustees Policy Manual](#) and the [State of New Hampshire State Employees Association Collective Bargaining Agreement – 2007-2009](#) (SEACBA) are available online as well as in the President's and the Vice Presidents' offices. These documents define the responsibilities of faculty and outline the recruitment, appointment, salary scales, promotion and academic freedom policies. Faculty members follow the SEACBA regarding salary increases, floating holidays, sick

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leave, personal days, and grievance procedures. Each of these categories is explicitly stated in the SEACBA negotiated with the State of New Hampshire every two years. All policies are consistent with federal regulations and are updated periodically.

The CCSNH Board of Trustees, in the [Academic Section of the Policy Manual](#) (section 600, page 5) endorses the statements of academic freedom set forth by the Association of American University Professors. In addition, the State Legislature supports academic freedom explicitly in the language of its delegation of authority to the Board of Trustees ([RSA 188-F: 3 II](#)).

The Faculty/ Staff Handbook is available on the College website and in every department as well as in all the administrative offices. This handbook summarizes information from the SEACBA and includes the academic freedom statement (p. 47), affirmative action policy (p. 40), sexual harassment protections (p. 89), and specific grievance procedures. The Faculty/Staff Handbook also includes information regarding advising (p. 50) and procedures that are pertinent to faculty and specific to LRCC. Faculty members are apprised of changes to these policies and procedures during in-service workshops or faculty meetings. In addition to the Faculty/Staff Handbook, the Academic Affairs Office has completed an [Adjunct Faculty Handbook](#).

All State employees are required to sign that they have read and understood the State of NH Policy on Sexual Harassment, the Drug Free Workplace Policy, and the Domestic Violence in the Workplace Policy. Faculty members serve on the Equity Committee to assist in supporting an environment free from harassment and discrimination. They support academic integrity by participating on the Academic Standing and the Judicial Committees.

Support for faculty is evaluated several ways. The Academic VP periodically solicits feedback from faculty regarding satisfaction with support services. The Academic Affairs Office regularly notifies faculty members regarding opportunities for staff development and the availability of staff development funds. Every year the Director of Learning Resources conducts a survey to assess faculty satisfaction with resources and services provided by the library. In December, 2007, the College Leadership Team developed the [Equipment Budget Process](#), a new process and timeline for prioritizing and making decisions on funding for new or replacement equipment. This process includes regular reminders to the faculty to make requests and notification of the results of the funding decisions. In addition to these processes, all faculty have access to department chairs, the College Coordinating Council, and administrators. All College administrators have an open door policy, which is widely understood and utilized.

### Appraisal

The LRCC employs well-qualified, dedicated faculty who are committed to the mission of serving “all students seeking a high-quality education.” The qualifications of faculty directly relate to their fields or disciplines. Approximately two-thirds of the full-time faculty have a master’s degree or doctorate. Eight faculty members are currently working toward higher degrees. To keep pace with advances in the various fields for which the students are preparing, the technical faculty members keep current with the technology of their professions. This includes maintaining certifications, participating in workshops, completing coursework or collaborating with industry professionals. For example, Marine Technology faculty participates in two weeks of corporate training per year to maintain certification and instructor status for Mercury Marine. In addition to serving LRCC students, these faculty members provide 150 classroom days of training to marine technicians from Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and New York per year. Additional examples of specific certifications and qualifications can be found in the current resumes available in the document library.

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Particularly notable, is the faculty commitment to their communities. Almost all faculty members provide community service in some way, whether through participation on advisory boards or through volunteering their time to schools or other community organizations.

The number of full-time faculty is adequate to fulfill the mission of the College at its current level of enrollment. During the 2007-08 academic year, the College has been able to fill several vacant faculty positions including one each in Culinary Arts and Energy Services. In addition, new positions in Fire Science and Biological Sciences were created and filled. Many full-time faculty choose to work at the high end of their workload requirement either in contact hours or preparations to ensure that required courses are regularly available to students and to maintain a reasonable reliance on adjunct faculty. The System recognizes the importance of having an adequate number of full-time versus adjunct faculty and in order to monitor this ratio, has included these percentages in the Dashboard metrics.

A benefit of faculty involvement in College committees is that faculty members' voices are included in governance. While most committee involvement is through appointment by the Academic VP, annually the faculty is given an opportunity to prioritize their preferences for committee appointments. Usually, faculty preferences are met. However, some appointments are made based on the need to balance workload or as in the case of Curriculum Committee, to meet the needs of representation across disciplines.

One area in which faculty are not making their voices heard is with the Faculty Senate, which is the only formal mechanism within the College for faculty to have an independent voice and express their views on issues facing the College. At this time the Senate is not active. In a survey conducted in January, 2008, full-time faculty members were asked about the need for this group to meet and to rate their interest in participating in this group. Thirty-three full-time faculty members (83%) responded to the survey. Most respondents (75%) were neutral or agreed with the statement, "I am satisfied with the current status of the Faculty Senate not meeting"; however, when asked if there is a need for the Senate to meet on a regular basis, 45% agreed or strongly agreed and 42% were neutral. About one-third of the faculty surveyed expressed an interest in participating in the Faculty Senate with about one-half stating "neutral." Based on this survey, it appears that the while most faculty are satisfied with the status quo, there is still some interest in participation in the Faculty Senate.

Lakes Region Community College faculty members offer a variety of instructional techniques and delivery systems that support the learning goals of the programs and the mission of the College. The relatively small class sizes enable faculty to work closely with students, providing students ample opportunity to ask questions and engage in discussions with each other and with the faculty. Students also have the opportunity to work with state of the art technology within the technical and professional programs. In the informal January, 2008, faculty survey, many faculty cited examples of institutional support that has enhanced teaching and learning. This use of current technology and integration with industry is evidence of the outstanding opportunities offered to students at this rural community college.

The work of the Assessment Committee has been valuable to faculty. A review of course and program outcomes enabled them to identify strengths and areas for improvement at the program and course level. Although a number of improvements were identified and implemented, on the whole, most of the faculty were pleased with the variety of instructional methods and assessment techniques used in the programs. This assessment process will continue to be used for both new and existing programs.

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Over the past few years, faculty and administration have worked collaboratively to create a variety of course formats, including 100% online, hybrid, Winterim, and eight-week course offerings. While the College is doing well with regard to increasing 100% online course offerings, there is room for improvement. In 2007, Laconia ranked fifth out of the seven colleges in the System for total number of credits sold and fifth for online credits sold. For Distance Learning credits sold, LRCC ranked fourth. The formation of the Distance Learning Committee is helpful; however, the four full-time faculty members who comprise the committee have a limited amount of time to assist the faculty in the development and improvement of distance learning courses. The purpose of this committee is two-fold: assist and encourage all faculty in the use of Blackboard as well as assess the quality of online courses being offered. While the assessment of online course quality is an important aspect of ensuring consistent, high quality online course offerings, this process can be viewed by faculty as an obstacle to increasing the number of online courses. Members of this committee are aware of this and have worked to streamline the review process.

The College is supportive of increasing development opportunities for faculty. With the change from state agency status, the staff development processes should be less cumbersome. One key feature of the new processes for professional development and tuition reimbursement is that approval will now occur at the local campus. The previous processes required lengthy lead times in order to receive approval from the Governor and Council. Although adjunct faculty are informed about and welcomed to all in-house professional development opportunities, the majority have commitments during the day, when many of these activities are conducted. In an effort to encourage faculty to utilize Blackboard, all new full-time faculty members are required to attend a Blackboard workshop. These training sessions have been offered both during the day and the evening. To date, all faculty have participated in at least one Blackboard training session.

Faculty are effective in student advising; however, there is room for improvement in the process. While all faculty serve as academic advisors, the advising loads vary widely among departments depending on the number of students and full-time faculty within the department. Some faculty members have 50-70 advisees while others have only 10-20. Faculty members with the highest numbers of advisees have a limited amount of time for each student. An important part of faculty advising is completing the degree audit prior to graduation. In 2007, the Registrar's office determined that approximately 20% of students intending to graduate had not completely met their requirements, despite having submitted an "Intent to Graduate" form that is signed by an academic advisor. In many of these cases, students had failed to provide proper transfer credit information to the Registrar's office.

Most full-time faculty conduct their five weekly office hours between the hours of 8:00 a.m. and 4:00 p.m. In addition to these daytime hours, many accommodate evening students by making evening appointments. This process works well for students who have selected a major area of study and who schedule appointments. Students who walk in during the evening hours without an appointment would benefit from access to an academic advisor. The College could benefit from having more academic advisors available during the summer months. While there are several summer orientations, students who cannot or do not attend may not have access to their academic advisor until mid-August when full-time faculty return.

Despite these areas for improvement in advising, the CCSSE results showed that LRCC scored above the national mean on the following survey items: "Talked about career plans with an instructor or advisor," "Acquiring job or work-related knowledge and skills," "Gaining information about career opportunities," "Frequency: Career counseling," "Frequency: Job placement assistance," and "Satisfaction: Career counseling." While these results are positive for the College,



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it should be noted that the national means are fairly low. For example, on the item, “Talked about career plans with an instructor or advisor”, the scale being 1=Never, 2 = Sometimes, 3 = Often, and 4 = Very Often, LRCC full-time students had a mean of 2.44 versus the national average of 2.13. An interesting aspect of CCSSE results is that generally, part-time students are less engaged than full-time students. On the same item, LRCC part-time students had a mean of 2.01 versus the national mean of 1.86. While this mean is also higher, it is not statistically significant, whereas the mean for full-time students is significant. While it is encouraging to score higher than the national mean, it is evident that the College has room for improvement in this area, especially as it pertains to part-time students.

Faculty, staff, and administration are working together to continuously improve the advising process. The Banner registration system has been improved, and advisors now have access to student information online. While many faculty are utilizing this feature to assist advisees, some are not proficient in using the system. Also, not all advisors are effective when advising outside of their major area. Specific issues include awareness of prerequisites and knowledge of distinctions among some Liberal Arts courses such as Humanities and Social Sciences. During the 2007-08 academic year, the Teaching, Learning, and Career Center provided advisors with an improved and simplified summary report of Accuplacer placement results that listed specific course placement rather than detailed placement test scores. The Liberal Arts Department Chair has created a chart that outlines distinctions between Humanities and Social Science courses. This chart is available to all faculty in the Liberal Arts program section of the College website.

The hiring, evaluation, and promotion processes are consistent and effective. The College has refined its hiring practices to ensure that all faculty have appropriate qualifications. The revised faculty evaluation process that was newly implemented at the time of the last accreditation visit continues to work effectively.

Prior to hire, all faculty credentials are reviewed, and only those with appropriate credentials and experience are considered for hire. In fact, the System has created more specific faculty position descriptions and qualifications for all four classifications. For example, the College is currently working to fill a vacant position for a Humanities professor. In the past, the Academic VP could accept a broader range of academic degrees for this type of position. New certification requirements demand a more specific range of academic preparation that will meet the certification requirements. While this certification requirement is an improvement for the System, it makes the hiring process more challenging.

Once hired, new full-time faculty members are required to attend an orientation session. Adjunct faculty are invited to attend this orientation; however, since many work other full-time jobs, they cannot always attend. Those who cannot attend the sessions are given written orientation information that outlines policies and procedures. It can be challenging to effectively integrate all adjunct faculty into the College. However, as a small college, members of the administration, staff, and full-time faculty work hard to reach out to and effectively integrate adjuncts. Full-time faculty members frequently meet with new adjuncts to share course materials including syllabi, activities, and assessment tools. Members of the administration have created procedures and provide written documentation to all adjunct faculty as they conduct courses. Staff members are available in the evening to provide student services and they are available to answer adjunct faculty questions. Significant improvements to the College website have been made over the past two years. In particular, there is a faculty resource section that provides information on policies and procedures as well as access to a variety of forms.



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Adjunct faculty are also given the option of having a College email address. Faculty who choose this option can be more easily included in information dissemination. However, having the College email does not ensure that an adjunct faculty member will be included on all pertinent distribution lists. For example, adjunct faculty are not automatically included in the “FYI” distribution list. “FYI” is the unofficial campus newsletter. This newsletter is informative for faculty and is one way they stay informed of campus happenings. An area for improvement would be to include FYI updates for evening, adjunct faculty.

Faculty salaries are lower than the national average. In fact, in comparing LRCC’s salaries to the salaries of other two-year institutions with academic ranks from a 2006-07 survey conducted by the American Association of University Professors, faculty salaries are between the 20<sup>th</sup> and 40<sup>th</sup> percentiles nationwide. At times, low faculty salaries hamper the College’s ability to attract a significant pool of qualified candidates for some faculty positions. Salaries are even more of an issue in technical and professional fields where salaries are much higher than the faculty salaries offered. Examples include nursing, electrical systems, and science. While low salaries are an issue, the College has been able to fill faculty positions with highly qualified individuals.

The revised annual evaluation form for faculty is appropriate and effective. Unlike the old State Performance Evaluation form, the new evaluation form is relevant to faculty responsibilities. In addition to annual performance evaluations for full-time faculty, department chairs evaluate adjunct faculty using the Classroom Observation form. Therefore, all faculty members are observed and evaluated. In addition to these professional evaluations, all faculty are evaluated by students in every course. One concern with student evaluations is the time lapse between when students complete the course evaluation form and when the faculty member receives the summarized results. The Academic Affairs office provides a typed summary of all student evaluations for each faculty member. This is an extremely time-consuming task. Despite the best efforts of the support staff, many faculty receive their summary of student evaluations several months after the course has ended. This lag time can inhibit faculty in implementing changes as a result of student feedback prior to the next offering of the course.

At this time, the Board of Trustees Manual, Staff and Faculty Handbook and the SEA Collective Bargaining Agreement are online and easily accessible. These manuals are also available in all the administrative offices. The System Policy Manual is currently under development due to the organizational change to the CCSNH.

### **Projection**

In 2007-08, the College is experiencing an enrollment growth of almost 10%. This growth is both exciting and challenging. The LRCC will continue to work toward attracting and retaining highly qualified and dedicated faculty members and to expand the number of full-time faculty as the College grows. The administration will also continue to monitor the number of full-time versus adjunct faculty. As a relatively small college, the full-time faculty, staff, and administrators have been able to have extensive contact with adjunct faculty to assist and support them in their work. As the College continues to grow, the administration will continue to monitor and enhance the infrastructure so that all faculty continue to have the necessary support to provide high quality educational services to the student body.

A few of the specific initiatives that are underway include:

- The College is reorganizing the Counseling department. Once complete, this reorganization should enhance academic advising for students and provide additional support for faculty.

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- In May, 2008, renovation to the original building began. This renovation will include much needed improvements to classrooms and a few of the faculty office spaces.
- Administrators are continuing to work on the capital plan which includes additional classrooms, labs, and badly needed faculty office space.
- CCSNH administrators are reviewing and completing all of the new System policies and will provide a System Policy Manual as quickly as possible.

In addition to these specific initiatives, the College has adopted a [Strategic Plan](#), which will provide guidance as it moves forward. Several of the goals within the plan address issues that directly affect the faculty and their programs. These include:

- Increase professional development opportunities for faculty and staff
- Explore the cost of obtaining an online staff development program for new faculty, focusing on community college teaching
- Support improvement of teaching through a more effective use of the evaluation process
- Enhance the quality, quantity, currency, relevancy, and diversity of information resources and services needed to support and enrich the academic, technical, and professional goals of the College
- Expand the use of new information technologies to access information resources and to support instruction
- Promote and enhance library information literacy instruction to support curricular outcomes and lifelong learning skills
- Seek additional resources through grants, partnerships, and fundraising
- Upgrade and expand the physical plant and grounds to provide a more attractive and supportive student learning environment

Finally, the College will continue to monitor overall institutional effectiveness. The System's dashboard metrics and the College's regular reports will be used at the administrative level. In addition, the College is conducting the CCSSE survey in spring 2008 and these results will be shared with faculty once they are received.

### **Institutional Effectiveness:**

The faculty evaluation process and Community College Survey of Student Engagement are both effective in overseeing faculty performance. While there is no regular, ongoing, overall assessment of support for faculty, the processes in place enable faculty to provide feedback regarding support and to make requests for support. The College's regular monitoring of its Strategic Plan and of Key Indicators such as student success, retention, transfer, job placement, and enrollment will help the faculty in the ongoing process of improving their effectiveness and that of the institution as a whole.

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### Description

Student Services personnel at Lakes Region Community College seek to create an open environment of dignity and respect as they embody the College [Mission Statement](#) and strive to meet the goals of the [Strategic Plan](#). Students are actively assisted and supported in attaining quality services essential to their personal and academic growth and success. Student Services is committed to providing comprehensive services to all students, recognizing that current resources limit its ability to do so. Recent growth has brought new challenges; students have more difficult and diverse issues that require expanded services to ensure maximum opportunities for success.

Hiring versatile employees who have special areas of expertise but who are also willing and capable of performing a number of services has proven effective in meeting this service challenge. All personnel involved in Student Services meet criteria for employment as determined by the [New Hampshire Division of Personnel](#) and are hired based on formal job descriptions, levels of education, and work experience. Job specifications, descriptions, and accountabilities are on file at the College through the President's secretary. The CCSNH Human Resources Administrator, at the System office, certifies that all applicants meet minimum qualifications. Staff development funds are available to Student Services personnel based on individual growth plans and educational requirements.

Critical components of the LRCC comprehensive student services include recruitment and admissions, financial aid, academic advising, transfer counseling, assessment of students for course placement, academic support, disability services and accommodations, tutoring, athletics, student governance and student activities, and career counseling.

The College serves commuter students who sometimes travel in excess of fifty miles one way to campus. In addition, many students relocate from other communities to enroll in programs not available in their regions. The campus does not have residence halls but does provide assistance to students in finding suitable housing.

The average student age is 28. The total student population is 3129 (annual cumulative headcount for 2007-2008), of which 45% are women; 55% are men; 67% are part-time, and 33% are full-time. Many are first-generation college students and/or adults who may carry the responsibilities of supporting a family, maintaining a household, and working full or part-time. These students seek a community college education either as a means to a good job with a better income or as an opportunity to transfer into a four-year institution.

While it is often difficult for students to participate in activities outside of the classroom, the College is dedicated to offering services and facilities that encourage the participation of all students, traditional and non-traditional, full and part-time, and day and evening. The College enjoys a large population of non-traditional students by age, particularly those students who attend during the evening hours; many of these students are working adults.

All students have access to the full range of established academic and student support services. The College does not discriminate in admissions or access to programs or services and is committed to providing a working and learning environment free of discrimination for all employees and students as defined by Federal and State laws, policies and procedures, as well as institutional policies and procedures. The Equity Committee works to ensure full compliance with these policies.

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LRCC holds classes at several off-site locations, including the Franklin Academic Center, the Hospitality Program at the Belmont Mill, and Marine Technology courses at Dave's Motorboat Shop in Gilford. The Nursing program holds clinical sites for its students at Lakes Region General Hospital. The Teacher Preparation program also offers classes at various sites around the region. Student services are facilitated at the off-campus sites by the Site Coordinators or program directors or directly by appointment, phone, FAX, Banner Web or email. Technology and the use of networked computers enhance accessibility from off-campus locations. The College website, including Banner Web, provides remote access to College information. These sites offer credit courses in degree programs, but they do not offer entire degrees.

The purpose of the Financial Aid Office is to provide access and information to students who would find cost a barrier to attending or completing a college career. The Financial Aid Office functions within a student services context, respecting the individual and taking a nonjudgmental approach with students. Students needing financial assistance for college often experience anxiety and frustration in the process of meeting their financial needs. Maintaining confidentiality is also a high priority. During the 07-08 year, the Financial Aid office awarded \$652,173 in Pell Grants to 282 students. Another 463 students received a total of \$1,442,330 in Subsidized Stafford Loans, while 299 students received a total of \$1,014,675 in Unsubsidized Stafford Loans.

The Financial Aid Office operates with a financial aid officer, a financial aid program assistant, and a part-time secretary/receptionist. Federal Title IV financial aid programs, which include grants, loans, and work-study, are provided to eligible students. The process for applying for financial aid is provided in the [College Catalog](#) (page 10 – 15). Eligibility is determined by an equitable formula, based on income and assets, through the [Free Application for Federal Student Aid \(FAFSA\)](#). Approximately seventy percent of all students enrolled at the College demonstrate financial need as defined by the federal guidelines. The amount and type of aid received is dependent upon the student's need and federal and state allocations. The evaluation of financial aid applications is based upon the [Standard Federal Methodology Need Analysis System](#). Financial Aid awarded for the previous three years is available in the supporting documents along with default rates. Unfortunately, the most recent default rates available still reflect the combined data from the Laconia and the Berlin campus. Those rates are as follows FY 2003 - 5.5%, FY 2004 – 5.9%, FY 2005 – 9.4%, and FY 2006 – 7.4%. When the default rate for FY 2007 is calculated, it will show LRCC data only.

Financial aid personnel are available to assist students in all phases of the Federal financial aid process. They participate on committees to administer institutional grant and scholarship programs and conduct information sessions at area high schools to instruct parents and graduating seniors on the federal financial aid application process. In addition, information sessions are offered during the new students' orientation days. The [Financial Aid Handbook](#) is updated each year.

The Financial Aid Office also functions as the clearinghouse for outside scholarship opportunities in conjunction with the CCSNH Foundation. All of this information is made available to students on the [College website](#) as well as through various postings located in the Student Services office complex and in the Bennett Library. The System Foundation also distributes a brochure outlining scholarship information for potential students.

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The Financial Aid Director is responsible for preparing and submitting required documentation and reports to the appropriate Federal and State agencies. The Financial Aid Director attends regular meetings and workshops to stay abreast of new laws and changes in college financial aid regulations. The System Financial Aid Administrator and auditor evaluate the internal administrative procedures and controls of the financial aid programs to ensure compliance with Federal and State regulations. Internal policies and procedures are subject to an annual audit and possible program review as mandated by the US Secretary of Education. A NH Legislative Budget Assistant's Office audit was conducted in the fall of 2006.

Current award year records are maintained in the Financial Aid Office. Financial Aid files are kept for three years. Perkins Loan records are the only files kept in a fire-proof safe, located in the Financial Aid area. These records are kept for three years once they have been paid in full. The College does not keep files on students who have started the Financial Aid process but never attend during that particular academic year. However, files for students who attend, receive financial aid but do not return are also kept for three years.

As an open access institution, admission to LRCC is open to anyone whose academic record and personal qualifications suggest that he or she may pursue, profitably, one of its programs of study. The College's mission seeks to include all individuals interested in pursuing higher education. This philosophy of inclusion shapes recruiting strategies, programming and activities, policies and procedures, and daily practice as the College provides education and support services to its students.

A high school diploma or GED is sufficient for admission to the College although individual programs may set their own requirements for program admission (e.g. Nursing and ASEP Automotive), making it necessary for students to show, prior to admission, successful completion of specific courses, passing a professional exam, or gaining an industry sponsorship.

Consistent with its mission, the College enrolls a student-body that is broadly representative of the population it serves. The admission policies and processes are clear, precise, consistent, and ethical. Application procedures, along with a nondiscrimination statement, are clearly outlined in the [College Catalog](#) (page 7 – 10), on the [College website](#), and on the [admission application](#). The College measures student success, including retention and graduation rates, through the Registrar's Office and Banner. Graduation rates are published in the [College Catalog](#) (page 6). Files on students who are not accepted, do not enroll, or withdraw prior to the start of the semester for which they are accepted are kept in the Admissions Office for three years and then shredded.

Decisions about the continuing academic standing of enrolled students are based upon clearly defined policies published in the [College Catalog](#) (page 22), the [Student Handbook](#) (page 6-19), and on the [College website](#). These policies address academic progress, academic warnings, academic probation, suspension, and the appeals process. The policies are administered by the Office of Academic Affairs while the appeals are heard by the Academic Standings Committee. Information concerning add/drop policies and the grading system are available in the [Student Handbook](#) (page 6-19), [College Catalog](#) (page 24), and the [Student Information System](#). Additional information about student academic standing is available from the Registrar.

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The Director of Admissions is responsible for planning and overseeing student orientation programs, which are held three times during the summer and once in January. Orientation provides new students an opportunity to meet each other through group activities and to become familiar with faculty members, advisors, administrators, and student services staff members. Orientation also provides a unique opportunity for student clubs and organizations to showcase their programs. New students meet the Student Senate officers, receive a tour of campus, and share in a lunch. Students are informed about academic advising and course registration, academic support, counseling, financial aid, the business office, library services, athletics, student governance, and clubs and activities, as well as housing. Orientation helps the student begin to make the connections that contribute to academic success and retention. Students who attend orientation complete Student Orientation Evaluation Forms. The results are used to plan the event for the following year.

Program-specific events and general College Open Houses are held throughout the year. Prospective students are able to receive much of the same information about student services and academic programs that students receive during Orientation sessions. Faculty and currently enrolled students play a large role in these Open Houses, answering questions, giving demonstrations, and helping students to enroll and/or register.

The College provides new students with an environment designed around their academic needs. The College supports new students in two ways. First, the [ACCUPLACER](#) test is administered to measure skill levels in English, mathematics, and reading comprehension. This ensures that students will not be placed in courses that are academically beyond what they can handle. Second, matriculated students have access to the full complement of student support services to aid their success. This includes, but is not limited to, academic advising, counseling, tutoring, and other services of the [Teaching, Learning, and Career Center](#).

Academic support for students also includes [Bennett Library](#) which provides space for study and research. Three conference rooms are available for student use. Through its collection of resources, both print and electronic, all students, regardless of their location, have access to the information needed for course work. Along with print books, journals, and videos, electronic databases such as Ebscohost's Academic Search Premier and CINAHL (Cumulative Index for Nursing and Allied Health), Ebrary's electronic academic book collection, and Infotrac's "Opposing Viewpoints" source material provide a wealth of full text books, articles, and reports for class work. The library also houses a computer lab with internet access to Blackboard, the Student Information System, scholarship news, and other college or class information they may need. The computer lab also provides for student use Microsoft Office software, a printer, and specific class software. Portable computer equipment such as a projector or laptop is also available for students to check out for class presentations. Librarians are available to students in-person or electronically during all hours the College is open to assist with academic work. Library instruction and orientation sessions are also given in collaboration with faculty and course outcomes to enhance students' information literacy abilities.

Student interest in transferring into baccalaureate degree programs has increased, and the College now emphasizes transfer options as part of its recruiting strategy. Along with this increased interest in transfer comes the task of developing and strengthening articulation agreements with four-year institutions. Department chairs work closely with the Academic VP to develop, revise and renew these [articulation agreements](#). Program advisors and the



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College counselors have the primary responsibility for advising students interested in transferring to other institutions. The President recently initiated a Transfer Advocate program whereby members of the faculty and staff with personal knowledge of a certain baccalaureate institution can share their experience with interested students. Part of the intent is to broaden the range of institutions that students consider as transfer options.

It is the mission of the [LRCC System Disabilities Services](#) to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities who register with the College's Disability Coordinator. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills as they assume responsibility for reaching their academic goals. The College is dedicated to the philosophy of student self-advocacy and, therefore, encourages students to disclose any disability that may affect their academic success. The College has developed a guide for students with disabilities to request academic accommodations, the [Disabilities Coordinator information Sheet](#).

The Disability Coordinator is available to meet with students on a regular basis to review their progress. The College also provides on-going workshops and mini-lectures on disability law, learning styles, and the implementation of accommodations.

Disabilities Services' confidential student records are maintained by the Coordinator and kept in a locked file cabinet in the Coordinator's office in the Teaching, Learning, and Career Center. Student records are kept for five years from the day of submittal and then shredded.

The [Teaching, Learning, and Career Center](#) (TLC) provides academic support services through tutors, study groups, computer-assisted instruction such as PLATO, and [instructional software](#) for students with disabilities, study skills, time-management, high school to college transitional workshops, accommodation instruction for teachers, and direct classroom support. Students seeking additional help with classes can obtain free tutoring in math, English, and major subject areas through the TLC. Tutoring services are available during the fall and spring semesters and on a reduced basis during the summer. The TLC evaluates the quality and breadth of the tutoring services each semester through [Student Evaluations of the Teaching, Learning, and Career Center](#). The TLC provides open access to all students enrolled in credit courses and provides services to students seeking GED preparation. In addition, the TLC, in conjunction with the Admissions Office, administers the academic placement tool, ACCUPLACER, to all students who do not transfer in college-level credits in math and composition.

Career development and placement is also a shared responsibility at the College, involving both the program faculty and college counselors. Student organizations and activities, such as the Hospitality Club, Skills USA, Student Senate, Honor Society, co-op and internship experiences, and work-study positions help establish professional mentoring relationships, which aid not only in career development but also in job placement. Fire Careers software is available on the computers in the Bennett Library for Fire Science students.

Although the College does not provide direct health care services, it works closely with agencies and organizations within the local community to provide information, referrals,

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and resources for students relevant to health care, including physical and psychological health. Emergency situations that occur on campus are handled through the 911 System. Two Emergency Call Boxes (direct telephone hook-ups) are located in the main corridors of the first and second floors of the main building, and telephones are located in each classroom of the Center for Arts and Technology.

Faculty and staff are required to notify a college counselor or administrator of any student in crisis. Counselors assess the student's situation and make the appropriate referrals to local health care facilities, counseling centers, or other relevant agencies. The College has a "First Response" team consisting of faculty, staff, and administrators who meet regularly to update community resources and plans in the event of a crisis. The College offers health and wellness education and information to students through workshops, seminars and displays sponsored by the Bennett Library Club, Early Childhood Education classes, the nursing students' Wellness Club, and local agencies, such as the American Red Cross. Health insurance is available for purchase by students.

A variety of extracurricular opportunities are available to students through clubs, club sports, intramurals, Student Senate, and the Phi Theta Kappa International Honor Society. These programs provide learning opportunities that enrich students' lives and provide education beyond the classroom. Student organizations, activities and scheduled events are open to all students and are supervised by college personnel. In order to encourage commuter students to participate in activities, the College provides two one-hour activity periods per week for clubs and organizations to hold meetings; very few classes are scheduled during these activity periods.

The Student Services VP and officers of the [Student Senate](#) meet to review the activities offered each academic year. They evaluate the success and appropriateness of the events and determine whether the events will be offered in the future. The Student Senate's goal is to schedule a diverse range of events and activities throughout each academic year that will appeal to the entire student body, including day and evening students. The by-laws of the Student Senate allow for two senators from each academic program to serve on the Senate. The senators represent their peers and make decisions regarding funding and programming. The Student Services VP meets once per month with the Student Senate Officers to review plans and objectives, and to work on their development as leaders.

Members of the Student Senate and the Honor Society serve on specific institutional committees, such as the College Coordinating Council and the College Advisory Committee. The System Board of Trustees has student representation and the College ensures student representation on the Judicial Committee as well. Students were also involved in the development and review of the Self-Study report.

Specialized groups, such as the Prescott Hill Authors Society, which publishes the student literary magazine, the Hospitality Club, the Culture Club, the Bennett Library Club, and Skills USA provide further opportunities for student participation in campus organizations.

The College's athletic program, though limited, is designed to be influential in the development of the student's mind, body and character. Athletic activities are offered on an interest basis. Activities are open to all matriculated students, and participation is strongly encouraged. In order to participate in club sports, a student must be taking three credits or more and is expected to make satisfactory progress toward completion of an educational goal. Current club sports include Men's Basketball, Men's Baseball, and

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### Women's Basketball.

An intramural program is also offered each semester. The purpose of these activities is to promote and develop physical fitness, health, and wellness. Activities that have been scheduled in the past include Co-ed Indoor Soccer, Co-ed Volleyball, and Co-ed Dodgeball. Intramural sports are offered to all currently enrolled students, regardless of skill level. They offer students an enjoyable physical activity and an opportunity to meet other students. Each year the Director of Athletics, with input from students, reviews the program and plans future offerings.

The comprehensive student service fee funds the athletic program as well as all student clubs and activities. The financial responsibility and control of athletic expenditures is managed by the Athletic Director in conjunction with the Business Office. Expenditures are subject to State audit, and purchasing guidelines.

Both the [College Catalog](#) and the [Student Handbook](#) are revised and printed annually. The Catalog is distributed to first-time matriculated students and is available online and in the Bennett Library. Handbooks are made available to all students, faculty, and staff at the beginning of each academic year and to new students in the spring semester. The Student Affairs Office is responsible for editing and revising the Student Handbook. The College Catalog is edited and revised by the Academic Affairs Office.

Permanent academic records are maintained according to the policies and guidelines of the [American Association of Collegiate Registrars and Admissions Officers](#) (AACRO). The records for students who attended the College from 1966 through 1992 are stored in a fireproof safety vault or file cabinet. Since 1992, with the introduction of SCT's Banner system, academic records have been electronically archived with routine daily backups performed at the System level, securely maintained and made available according to FERPA guidelines. Other data, including admissions applications, test results, certification of high school graduation or GED, health records, and transfer credits are retained for a period of five years and then shredded. In accordance with the Student Right-to-Know and Campus Security Act, all pertinent disclosures of data on campus crime, campus safety policies, graduation, transfer-out rates as well as equity in athletics are made available to current and prospective students in the Student Handbook, the College Catalog and/or on the website.

The College's Security Officer is a part-time employee who works from 5:00 p.m. to 10:00 p.m., Monday through Thursday, when classes are in session. The Officer provides a variety of services to students and staff, such as escorting students to their cars at night, unlocking and jump-starting motor vehicles, issuing parking permits, handling student ID's, participating in investigations, and responding to complaints and emergencies. The LRCC Safety Committee, comprised of faculty and staff, completed work on an Emergency Protocol Handbook during the summer of 2007. The new handbook was presented to the entire community during faculty and staff orientation in September, 2007. The Community College System of New Hampshire began a review of its System-wide safety and security needs. New policies and procedures for all campuses in the System should be completed by the end of 2008.

Food Service at the College is contracted to a private vendor and encompasses a snack-type menu offered throughout the morning, early afternoon, and early evening hours during the fall and spring semesters. The vending machines are currently serviced by a commercial

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contractor; thirty percent of the profits from soda and twenty percent of the profits from snacks are given to the Student Senate. Of these proceeds, fifty percent is used for graduation costs and fifty percent is added to the Student Senate account.

The College Bookstore sells textbooks, academic supplies and materials, sundries and College-logo merchandise. All of the bookstores in the System are owned and operated by an outside vendor, the Follett Higher Education Group. The bookstore is open from 8:00 a.m. to 1:00 p.m., Monday through Friday, with evening and late afternoon hours added at the beginning of each semester. Seven and one-half percent of the bookstore's profits are given to the Student Senate.

The College evaluates its overall performance through formal and informal surveys. Each year the College administers the Graduation Survey to graduating seniors and the Admissions Office administers an Orientation Survey to all students participating in an Orientation Day. In 2003 and again in 2005, the College participated in the University of Texas/Austin [Community College Survey of Student Engagement](#). Evaluations are also used by the Teaching, Learning, and Career Center to assess the helpfulness and effectiveness of tutors. Other surveys and student focus groups are designed to solicit student feedback and opinions on a variety of services and topics, including student activities, cafeteria service, and a campus smoking policy.

Survey results have provided detailed information concerning student satisfaction, have provided a range of suggestions concerning College programs and activities, and have informed a number of changes on campus, such as marketing focus, new programs, times of evening classes, courses offered, cafeteria menu expansion, and re-structuring of student activities.

### Appraisal

CCSNH has identified six major components for its overall [Strategic Plan](#). Within these six components, there are fifteen priorities that LRCC designated as critical for the 2007-2008 academic year. The Student Services offered at LRCC directly address and advance the College toward meeting these six components and plays a significant role in addressing the fifteen priorities. In fact, all student services personnel are committed to enhancing student access and success, ensuring quality services and programs, supporting workforce, economic, and community development, increasing relations with high schools, ensuring adequate resources, and ensuring an effective learning environment.

The services offered are reasonably comprehensive, based on previous understandings of student need. As the needs grow and evolve, the services offered by LRCC personnel must continue to evolve and grow. The faculty, staff, and administration are committed to serving the needs of a growing student population. As in most institutions, enrollment growth creates new and unique needs. Similarly, changes in technology have created new opportunities to serve students more quickly and efficiently. Along with the drive for faster service, College personnel are equally committed to individual service and are adept at assisting students to find solutions to their problems and issues.

The College offers many points of contact for new and continuing students. Adequate signage and helpful staff members assist students in finding the services they need. Students need to meet with staff members in admissions, counseling, the registrar's office, business office, financial aid office, and bookstore, as well as with advisors and faculty members. The College is small enough and personnel care enough to take the time to

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direct students. An actual human answers the phone. Staff and faculty know each others' names and, although many work in different departments under the Student Services or Academic VPs, each staff member goes out of their way to help students.

Overall, students respond favorably with regard to the services the College offers. According to the CCSSE survey data of 2006, 73.6% of students indicate that they receive the support they need to help them succeed, 71% of respondents indicate they receive the financial support they need to afford their education, and 55% of respondents are favorably satisfied with financial aid advising (29.6% indicated they do not use financial aid).

With continued growth, each student service department will require additional staffing. When credit hours increase, the ability to retain those students becomes even more vital. The College will need additional services, not simply additional staffing.

Continued growth in student credit hours has created a need for increased admissions staff. During the 2007-2008 year, one staff member was added (the position is broken down equally among recruiting, retention, and alumni). Some programs are attracting students in greater numbers than others. The Admissions team would benefit from a full-time recruiter who can focus on targeted programs. The more successful this recruiter is, the more additional staffing will be required in other service arenas in order to maintain student retention.

New student orientation provides incoming students an opportunity for meeting new and future classmates, support staff, and faculty members. The Student Services VP and the Director of Admissions work closely to review the evaluations of previous orientations to design a program that flows smoothly and addresses the students' needs. However, more can be done to make this event enjoyable and exciting. It is the opinion of the Student Services VP that orientation should be the second best day of students' academic careers, behind only graduation. As it currently stands, the day simply jumps from department- to-department with little focus on engaging students in active ways.

The College Handbook is updated yearly and is distributed by the faculty. It is currently impossible to know how or if students are reading the handbook for important policy issues. The handbook contains a helpful reference list of who to see for what reason. It also contains photographs of faculty and staff for students to better identify personnel for their needs. Major changes are in place for the 2008-2009 Handbook . These changes include an academic day planner with important dates included.

The Financial Aid Office, under the direction of two full-time staff members and one part-time staff member, does an excellent job of meeting the students' needs in a timely manner. The College experienced 9.7% enrollment growth over last year, and meeting the additional financial aid needs has stretched the current staff to its maximum abilities. Financial Aid will require additional support soon if they are to continue to offer support to all students.

The College would be well-served to have one staff member dedicated to promoting its in-house scholarships as it is a strain on the current Financial Aid staff. The College offers several scholarships at different points throughout the year. One in particular, the Lakes Region Management Club (LRMC) scholarship, offers as much as \$18,000 in scholarship money when matched by the Governor's Success Matching Fund. There are several

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measures in place to encourage students to apply for the scholarship. However, only a very small number (20 in 2007/2008) apply for the LRMC scholarships. The College needs to consider new strategies to encourage student participation in this area. Increased staffing to administer scholarships would benefit the students. However, for the general student scholarship awards, the 2007-2008 applicant pool was at an all-time high with a total of 54 students applying for six scholarships.

According to the CCSSE data from 2006, LRCC scored above the mean for the frequency of career counseling, job placement assistance, and the satisfaction of career counseling. Academic advising is done by the department chairs and faculty. Some academic counseling, particularly in Pre-Nursing, is done by the College counselors.

Each off-site location has part-time staff members representing the College. However, due to student numbers and the limited availability of staff, the College does not match the services that are offered on campus. Students who attend classes off-campus must come to the main campus for counseling, Financial Aid assistance, and other services. It would be impractical for the College to offer the same depth of services off-site based on the number of students involved and due to the relative proximity of off-campus sites to the main campus.

The College's two counselors do a good job of meeting the needs of students in crisis, particularly in referring students to community resources. The Counseling Department does need to be more proactively involved with students to address needs before they become overwhelming to the students. The counselors can also play a great role in student retention. A newly hired counselor's position description has been retooled to focus primarily on the transfer function, which is a step in the right direction as the College builds interest in transferability. The growth in student numbers has reflected this push toward transfer, and this new counselor will be well positioned to serve these students.

Through Carl Perkins Grant funding, LRCC has been able to employ a Non-traditional Student Initiative Coordinator who will focus on, for instance, promoting career and technical programs to non-traditional (by gender) students. This Coordinator will also mentor and support students currently enrolled in career and technical programs non-traditional for their gender. The outcome of this will strengthen the commitment to creating a diversified student body. This recruiter will also mentor and support students already enrolled in non-traditional programs.

LRCC has an Equity Committee, but it does not meet regularly. This committee should play a larger role in educating the College community about issues such as sexual harassment on the student-level. For example, at this point, each employee attends a yearly meeting that addresses the State Sexual Harassment Policy. However, this presentation is not made to the student-body. Events such as orientation may be an appropriate opportunity to do so.

The Teaching, Learning, and Career Center is excellent at providing resources to students as they make the transition from high school to college. In addition to distributing brochures and flyers, the personnel are committed to working individually with students to alleviate fears and concerns. The Learning Center also provides career planning and resume writing assistance for students. CCSSE data from 2006 confirms the excellent career planning and advising offered by the College.



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Overall, LRCC is a very safe place for students, staff, and faculty. In the past two years, two personal property thefts have been reported. However, with the recent occurrence of campus violence across the country, every effort must be made to create and foster a safe learning environment for the students at LRCC. The Student Services VP is actively working with local authorities to develop crisis management plans. The Safety Committee has produced a document that addresses foreseeable emergency situations. This document has been reviewed by the Laconia Police Chief, with favorable results. While it is difficult to measure, faculty and staff are committed to notifying College counselors and administration when they believe a student is in crisis. That information is acted upon swiftly to secure help for the student. If concerns are serious, the student is referred to an outside agency. Under System-wide coordination, the College is undergoing a major safety assessment by an outside assessor. One of the potential outcomes is a recognition of the need for full-time security officer on site. The current part-time security officer does a good job of assisting students and their needs, but is not on campus between 8:00 am and 4:00 pm. The officer is also cognizant of the safety issues of the campus and is proactive in notifying the administration as needs arise.

The LRCC Safety Committee meets irregularly and is often reactive rather than proactive. Administration is currently producing focused tasks for this committee for the 2008-2009 academic year. The commitment by the System Office and the LRCC administration to student safety concerns is bringing greater focus to this issue. The administration is currently conducting an in-depth review of emergency preparedness and protocols with the assistance of the Belknap County Sheriff's Office and Laconia Police Department.

The College lacks residence halls, and this creates difficulties for some students who live out of the area. Several programs, including fire Science and Nursing, draw a significant number of students from other counties and states. Because the Lakes Region is a major tourist destination, inexpensive rentals can be difficult to find.

The Student Senate has done an excellent job this year in increasing student participation. Students who attend the weekly meetings are nearly overflowing the conference room where they meet. They have been involved in sponsoring several events throughout the academic year. They also sponsored at least one event or activity on campus each day during the first week of the second semester. This was a tremendous step for the Senate as a long-held critique was a need to hold more activities on campus rather than field trips or events off campus. The Senate also sponsored a Thanksgiving Feast for over 200 students, faculty, and staff members.

As successful as the Senate has been, it is still very difficult to schedule events when a majority of students are able to participate. Students in various programs have different free time. The College has a strong mix of traditional 18-24 year old students as well as older students who are working full-time and/or have families. While not unique to LRCC, this is an issue the College is investigating and wants to improve. The Senate, and other clubs and organizations, are committed to improving the times/days of their offerings to make them more available and attractive to students. According to 2006 CCSSE survey data, only 23.5% of students indicate that the College provides the support they need to thrive socially, and 84% of students indicate that they do not participate in College activities. While this is within 1% of consortium and CCSSE cohort findings, the Student Senate and staff continue to pursue options for improvement.

As the College's enrollment continues to grow, the spaces available for students to relax,

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study, and enjoy an appropriate social atmosphere continues to shrink. Future building plans offer exciting opportunities for the College to address the students' needs with regard to a student-center.

LRCC has a part-time Athletic Director who oversees all athletic and club intramural activities. Athletic teams compete against other colleges. The College is not currently participating in a sports conference, and resources for athletics are limited by the student fees allocated each year. Greater financial resources and the incorporation of a full-time Athletic Director and coaching staff would be needed to build the athletic offerings of the College. An additional drawback is the need for the College to rent or use regional facilities. There are no athletic fields or gymnasium on campus at this time, other than an outdoor basketball court for recreational use.

LRCC is a small but growing institution. This growth will inevitably lead to gaps in services, which must be remedied with additional support services and staff. Budgetary issues restrict additions to the staff. Staff members work very hard to accomplish their tasks for the current student enrollment. Continued growth will apply heavier pressure on already busy schedules but should also create resources for additional staffing.

It is often difficult to address the needs of commuter students who have full-time jobs, families, great travel distances, or all three. The College needs to do a better job of developing coping skills to help students meet their academic goals while juggling work and family responsibilities.

### **Projection**

The significant growth experienced by LRCC has provided opportunities to look seriously at the services offered to new and continuing students. Higher numbers of students require an increase in staffing to accommodate student needs and to expand into new services. Services requiring additional staffing, include but are not limited to:

- Transfer to four-year colleges
- Career center services
- Student Life activities and opportunities
- Scholarships services
- Alumni relations
- Orientation and early college experiences advisement
- Athletic opportunities
- Service Learning

These new and enhanced services also include greater support in admissions, retention, financial aid, library services, and counseling for students.

Communication is a key component of retention, and maintaining strong relationships with students. The College will continue to improve communication with students and across departments. Two new, large-screen information boards have been installed, one in each building, and will keep students informed of up-coming events and College announcements. The Student Information System is an extremely valuable communication tool available through the College website. This link enables students to access personal and course-specific information from on or off-campus. Parature®, a website tool for site visitors and students to get answers to frequently asked questions, as well as to submit new

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questions, will be available beginning in summer 2008.

The building of on-campus residence facilities is a component of the long-range Capital Budget proposal for the State Legislature. The College recognizes the importance of such an addition to the College in terms of admissions and convenience for students who travel great distances to attend. It would also alleviate some of the problems caused by the lack of affordable off-campus housing. In the short-term, however, the College is focusing on providing housing referrals for interested students.

The administration is committed to creating a new orientation agenda for new students. Orientation should be a very uplifting and exciting event for students and their families and guests. Some slight changes were implemented for the most recent orientation function but a study of other community college orientation agendas is being conducted by the Student Services VP.

Building a strong intercollegiate athletics program is a challenge for LRCC. The College does not have the requisite fields, courts, or facilities needed to support such activities. Progress on this front requires strong support at the System-level as well as from the community at large. A subcommittee has been created, by the seven-System Vice Presidents for Student Services, to investigate strategies for rebuilding athletics across the system. Creating these spaces on campus would enable the College to build stronger relationships and partnerships with community programs and institutions to offer a wider range of options for community use.

The Student Handbook will be re-designed for the 2008-09 academic year. It will contain a weekly day planner with the academic calendar included. It is hoped that this will increase student use of the handbook.

### **Institutional Effectiveness:**

The College strives to evaluate its student service efforts in many ways. Student Services personnel, through close attention to the Strategic Plan, focus on enhancing and tracking student access and success. During the spring 2008 semester, the College participated in the CCSSE Survey. The report will enable College committees and administration to compare progress with data collected in 2003. The College also produces several reports which provide data useful in determining institutional priorities and objectives for future points of focus. The Enrollment Management Committee best exemplifies this commitment to reviewing the College's success at serving, addressing, and evaluating the changing student needs.



# LIBRARY AND OTHER INFORMATION RESOURCES: Standard Seven

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## Description

### Library

The mission of the Bennett Library is “to support the College’s mission by ensuring the best possible services and access to library resources for all users.” The library strives to provide the quality, quantity, currency, and depth of information resources and services needed to support the programs of the College and to support the academic needs of students and faculty. The College Strategic Plan acknowledges the significant part that library resources and services play in the academic success of students. Working with faculty, administration, staff, and students through formal and informal channels, the library strives to provide a wide variety of resources and services to support both on-campus and distance-learning programs.

Bennett Library, housed in its present location since 1997, is open during the academic year for 60.5 hours per week including evenings, with abbreviated schedules during summer and holidays. A computer lab and three conference/study rooms are available within the library. The library computer lab provides internet access to library and college electronic information resources as well as to Microsoft Office Suite software. Software programs to support specific classes each semester are also accessible in the library computer lab, including “MyMathLab” for algebra, “Conest” for electrical estimation, and Mercury Marine Manuals Online for the Marine program. Wireless internet access for laptop users is also available. Each conference/study room is furnished with a TV/VCR/DVD player and a minimum of one computer with internet access and a CD drive. One conference room computer is loaded with Dragon Naturally Speaking and Kurzweil 3000, computer-assisted instructional software, to assist learning-challenged students. The computer lab and conference room computers are networked to one black and white printer.

Two display cases provide rotating exhibits throughout the year showcasing student artwork, faculty and staff hobbies and craftwork, sporting events, non-traditional career opportunities, and other themes. Four bulletin boards are available for announcements, upcoming events, and scholarship information.

The library office houses work areas for the Director of Learning Resources and the Library Technician, two computers, one office printer, space for cataloging and interlibrary loan functions, and one color printer for student projects. The office also holds instructional equipment, including three portable LCD projectors with carts, one laptop computer, one portable DVD/CD player, two digicams, one slide projector, two overhead projectors, and various cassette players/recorders, which is managed by the library staff and is available for students, faculty, and staff.

Bennett Library Statistics	
Square Footage	6000
Number of study rooms	3
Number of computers for student use	29
Number of study carrels	5
Number of seats	83
Number of printers for student use	2
Number of computers for staff use	2
Number of printers for staff use	2

Resources include more than 12,000 print titles and access to over 30,000 electronic books, 650 videos and DVDs, subscriptions to 90 print journal titles, and 25 online research databases. The [Bennett Library](#) provides a portal for all on-campus students and distance learners to access the online catalog, electronic

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databases, and links to evaluated subject web pages twenty-four hours a day, seven days a week. The CCSNH libraries share the subscription to, and purchase of, several electronic resources, including EBSCOhost, netLibrary reference collection, Ebrary, and Opposing Viewpoints, giving access to over 40,000 full-text journals, magazines, newspapers, and reports. "Library.Solution," produced by The Library Corporation, has been the CCSNH automated library system since 1999 and provides a union catalog with an integrated circulation system among the seven libraries of the CCSNH system.

The library enhances the offerings of periodicals and books through the New Hampshire Union Public Access Catalog (NHU-PAC), an interlibrary loan service operating within the State of New Hampshire. NHU-PAC, which is funded through the New Hampshire State Library, maintains an online union catalog and offers van delivery service. The library also holds reciprocal agreements with libraries throughout the U.S., utilizing e-mail, fax, US mail, and UPS/FedEx for delivery. The CCSNH and University System Interlibrary Loan Agreement allows students, faculty, and staff to check out up to five books in person at those libraries, with all materials subsequently being returned to Bennett Library to be sent back to the lending institution. Students, faculty, and staff with a college ID can obtain a free library card at the Laconia Public Library.

Membership in the New Hampshire College and University Council (NHCUC) and the Westchester Academic Library Directors Organization (WALDO), a New England libraries consortium, gives the College access to free trials of new electronic resources for evaluation by faculty, staff, and students. Decisions for purchases are based on evaluations by the appropriate faculty, students, the Director of Learning Resources, and available funding.

The Director works closely with faculty to coordinate the purchase of resources that reflect and support the programs of the College. A Library Committee consisting of representatives from faculty and students provides advisory assistance for library purchases and services. Requests and recommendations from faculty, staff, and students for the purchase of resources are made through the webpage, e-mails, telephone, memos, various committees, and in person. The Director reviews the professional literature and catalogs of the academic areas of the College for recommended titles. Guidelines for resource purchases are outlined in the [Bennett Library Policies and Procedures](#).

As an ex-officio member of the Curriculum Committee, the Director of Learning Resources is kept informed of all new programs and courses. The [Curriculum Change Proposal](#) form requires the proposing instructor to indicate if additional library resources are needed to run the new program or course and to submit a list of immediate and ongoing needs. The Director must sign-off on this form, indicating that the collection is sufficient to support the proposed program or class, or that the required resources can be obtained.

The Reserves Collection at the circulation desk provides frequently used materials for student use as well as materials requested by faculty for the use of their classes. The library also offers within the Reserves Collection as many textbooks as can be acquired through instructor donations and from the library's book collection. These are available for student use each semester.

The library has provided many access points for reference service. Requests can be made in person, by phone, by fax, through e-mail or through the website. During operating hours, immediate reference assistance is available. Requests made during non-operating hours, whether by phone, e-mail, or the web page are answered within twenty-four hours of receipt, except on weekends and holidays.

The library is open to the public. Community members are allowed to register for a library card and



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check-out materials. Community users of the computer lab sign the College's [Acceptable Computer Use Agreement](#), the same agreement signed by students. The form is kept on file in the library. Reference assistance is available to community members during all hours of operation.

The Library staff consists of a full-time professional, the Director of Learning Resources and College Librarian, who holds a Master's Degree in Library Science from an American Library Association accredited program and has thirty years experience, and a full-time Library Technician with a Certificate of Library Studies and six years of library experience. The Director and Library Technician individually and together cover all the hours the library is open. The Director is available by appointment during evening hours for library instruction or scheduled orientations. She is contracted for a 180-day year, from late August to late May. The Library Technician works year round from 12:30 pm to 8:30 pm, Monday through Thursday, and 8:00 am to 4:00 pm on Fridays. Work-study students provide additional staffing with their hours equivalent to a 1.25 FTE position for the 2007-2008 academic year.

Committing to the College's strategic plan to "Provide quality library resources and services" and recognizing the upward trend in the costs for library resources, the annual budget (excluding personnel) for FY 2007-2008 was increased by 45% to \$32,000., which is 3.44% of the total non-personnel operating budget of the College. Funding from the Carl Perkins Grant also provides monies for library resources and equipment to support and to strengthen career degree programs. For the past two years, excess College funds becoming available at the end of the year were used to pre-pay subscriptions for journals and for electronic databases, allowing regular library funding for the subsequent year to be used to cover other purchases. Perkins funds have provided computers, computer projectors with carts, a color printer, and portable DVD/CD player for use by career and technical education students and faculty. It is also funding paper media, such as books and periodicals.

The Bennett Library Club, a student organization founded in 2003, supports the library through fund-raising activities that provide for purchases not covered in the library budget, suggested or requested by students. The Club also sponsors enrichment and community service activities. In 2007-2008, the club sponsored the annual fall Book Faire, a Creative Arts Festival, a Thanksgiving Food Drive, and donated money to the on-campus Santa Claus Fund for the greater Laconia community. The club also co-sponsored, with the Culture Club and the Student Senate, the College's Annual International Week.

The Director of Learning Resources reports directly to the Vice President of Academic Affairs and consults with him regularly on policies and procedures. Library policies and procedures are communicated in the written and online versions of the [College Catalog](#) (page 10), the [Student Handbook](#) (page 25), and the [Faculty/Staff Handbook](#) (pp. 17-18), and are posted throughout the library.

A Library Committee, with departmental and student representation, meets at least once a semester and acts in an advisory capacity and as a sounding board for library policies and procedures. In response to various suggested policies to prevent misuse of the library computers by community users, the Committee recommended that community users read and sign a copy of the Acceptable Computer Use policy to be kept on file in the library.

Communication with library users regarding new books, services, databases, or other information is done through the College e-newsletter "FYI", the library web page, handouts, brochures, posters, bulletin boards, and at formal and informal meetings. A new title list for books is posted on the Bennett Library website with a print copy available upon request. Press releases and postings in community papers, businesses, and community libraries also advertise any displays and events open to the public.

The Academic Office requires that the syllabus of each class, whether on-campus or distance learning, includes the [Academic Affairs Notice](#) which gives information on the services and resources of the

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library available to all students and instructors. The Bennett Library webpage provides links for Faculty Services and for Distance Learners, which describe available services and issues that are of special interest to them. The Director of Learning Resources participates in new student and new faculty/adjunct faculty orientations as well as in faculty advising sessions each semester to promote the library's resources and services.

The Director participates in regularly-scheduled Department Chair meetings, and is a member of the Technology Committee, Assessment Committee, and Chairs the Perkins Committee and the Library Committee as well as being an elected member of the College Coordinating Council. The Library Technician is a member of the Library Committee and the Planning Committee for the 2008 "Autumn on the Hill" open house event for the community. Library staff also serve as Advisors to the Bennett Library Club and the Culture Club.

The library supports interactive library instruction for the information literacy outcomes integrated throughout the College's programs and courses as outlined in the College's [Core Competencies](#). Information Literacy is also supported through the College's [Strategic Plan](#). Utilizing the Association of College and Research Libraries' standards, the [Bennett Library Strategic Plan](#) outlines Information Literacy objectives. The Director collaborates with individual instructors to provide information and support that aligns with course outcomes and assessment needs as well as to develop appropriate assignments for specific classes. Library Resource Information Hand-Outs, available to students in print or electronically, detail the library resources to be used for specific programs of study and give students an opportunity to become information independent.

The Library compiles yearly data on resources and services to evaluate usage, patron count, circulation, points of service, and collection numbers, which are reported on the [Bennett Library Statistical Overview](#) and the [Bennett Library Annual Report](#) and sent to the Vice President of Academic Affairs. This data are used for the cancellation or renewal decisions for electronic databases as well as to gauge, along with the [Bennett Library Patron Count](#), staffing levels during open hours. The library also conducts annual surveys. The [Bennett Library and Information Resources Student Survey](#) is distributed every spring semester to students through a sampling of classes in each program. Faculty, adjunct faculty, and part-time instructors are asked to complete the [Bennett Library and Information Resources Faculty Survey](#) each spring. These surveys provide information for the assessment of library resources and services. As a result of previous student surveys, additional computers have been purchased for the lab. Additional assessment of library resources is solicited through a contact link on the library webpage and a suggestion box in the library.

The New Hampshire Board of Nursing evaluates the library with regard to its collection of Nursing resources and services as part of a program review.

### **Other Information Resources**

Lakes Region Community College recognizes through the Strategic Plan the importance of providing information resources and technology to support students, faculty, and staff. Instructional technology is woven throughout the curriculum and support functions. Students, faculty, and staff have access to computers, software, and the internet. Wireless internet access was provided in fall 2006 in the main classroom building, with campus-wide wireless access available in summer 2007. Training on hardware and software is provided through classes and help sessions for students, and professional development workshops, seminars, conferences, classes, and in-service days for faculty and staff.

The College [website](#) provides an information gateway for all students and visitors. With the addition of a part-time webmaster position in 2006, the website is continuously updated to provide the most recent information about the College's programs and services. It provides active links to programs, offices, and

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personnel as well as Banner and the Student Information System, Blackboard, the Student Email system, and other resources and services. A new website went “live” in April 2008 with major design changes.

Lakes Region Community College is committed through the Strategic Plan to increase online education offerings. Using the Blackboard course management platform, twelve online courses were offered in fall 2007, thirteen in spring 2008, and fourteen in summer 2008. Hybrid classes are also available. A Distance Learning Committee, chaired by the Computer Technologies Department Chair, was formed in 2005 to provide direction for new courses that incorporate alternative methods of delivery. The Distance Learning Committee must approve such courses before the Curriculum Committee considers them. The Distance Learning Committee uses the “[Quality Matters Rubric](#),” developed by [MarylandOnline, Inc.](#), as the assessment tool to evaluate alternative delivery courses. All students and faculty, whether distance learners or distance instructors, are given accounts on Blackboard. All faculty are required to take training on Blackboard, and training sessions for faculty and students are offered on a continuous basis throughout the year. All faculty are encouraged to integrate Blackboard into classes.

BANNER, an administrative, financial, and student management system software package, is used by all offices on campus. It provides tracking and reports that are used in planning for academic programs, financial aid, and budgeting. Training for faculty and staff is provided through the Registrar’s Office. The Student Information System (SIS), available through BANNER, provides students with access to grades, unofficial transcripts, online registration, and business account information. Information to access students’ College generated email account is also contained within the SIS. The College website provides links to the Student Information System. Faculty also has access to the academic records of advisees through the Student Information System.

Beginning in fall 2007, the [CCSNH Support Center](#), an online System-wide help desk was established to provide faster and more efficient online support for users of Blackboard, and the student email system. Students and faculty can use the FAQs or the problem tracker to immediately receive needed information, or email the system support staff with specific questions. The email or “ticket” can be tracked by the sender. The CCSNH webpage also provides an online System-wide site for [Online Learning](#) with tutorials, instructions, and other information for distance learners.

In keeping with the College’s mission to prepare students to meet their personal, educational, and career goals, instructional technology is integrated throughout the campus. Faculty and students have access to equipment such as LCD projectors, DVD/VHS players, laptops, SMARTBoards for instruction and for student projects and presentations. Mobile equipment is also available from the library. Academic programs such as Computer Technologies, Graphic Design, Automotive, and Media Arts and Technology train students on state-of-the-art technology to prepare them for what they will be using in their careers. The Teaching, Learning, and Career Center offers [computer aided instructional tools](#) such as Dragon Naturally Speaking, Plato, Rosetta Stone, JAWS, MAX, iCommunicator, and Kurzweil 3000, to support students with learning challenges and to provide tutoring to encourage academic success. Bennett Library also provides online access to Kurzweil 3000, Dragon Naturally Speaking, ACCUPLACER and PLATOWEB, making the programs available to students when the Teaching, Learning, and Career Center is closed.

Purchases for instructional technology are initiated from within departments. Purchases are supported with College funds and Carl Perkins Grant monies as well as other grants. Two video conferencing sites, one in each campus building, were purchased with CCSNH grants and are used for instruction and for virtual meetings. Perkins monies were granted in FY 2008 to the Teaching, Learning, and Career Center to purchase a closed-caption system for career and technology education classes for the deaf, hard of hearing, and auditory-processing deficit students. A new Equipment Budget Process was implemented in

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spring 2008 to better plan for and to coordinate requests for instructional equipment and/or software by faculty and/or departments.

The IT Department, consisting of two full-time Technical Support Specialists, maintains all campus computers, networks, and media devices as well as hardware and software set-up, maintenance, and support for instructional/media technology for faculty and staff. The Technical Support Specialists are available by email, telephone, and cell phone to assist with computer or instructional hardware and software questions or problems and are available on campus from 8:00 am to 6:00 pm Monday through Thursday, 8:00 am to 4:00 pm Friday, and as needed for special events and off-hours work that cannot be accomplished during regular business hours.

In addition to the Technical Support Specialists, the Computer Technologies faculty and other staff members also provide the College community with training and support. The Technology Committee and the Distance Learning Committee are both chaired by Computer Technology faculty. The Chair of the Computer Technologies department is the campus Blackboard administrator and offers training to all faculty and staff as does the Registrar, who also teaches classes within the Computer Technologies department and offers scheduled “Help Sessions” at the beginning of each semester for all students and faculty. Other staff members in the Library, Business Office, Registrar’s Office, and Academic Affairs Office are available to provide assistance for Banner and the Student Information System, Blackboard, and the student email system in addition to the CCSNH help desk.

The College’s Technology Committee is charged with overseeing the technology and other information needs of the College and is in the process of drafting a College Technology Plan to provide better planning and coordination of those needs. The Long-Range Planning Committee, made up of representatives of each department, has solicited necessary changes in the teaching methodology and environments of each department and program through the submission of the Ten-Year Vision for Growth. Technology and other instructional technology needs were included by many respondents.

### Appraisal

#### Library

The Bennett Library Strategic Plan was updated in spring 2007 and is consistent with the College’s new Strategic Plan instituted in fall 2007.

Bennett Library offers one of the more attractive spaces in the original building. The refurbishment of the area in 1996-1997 turned the previous graphic arts classroom and faculty offices into a comfortable study area and provided attractive conference/study rooms. Honor Society Inductions, visiting speaker programs, System-wide group meetings, and employee interviews have all been scheduled in the library. In the Library and Information Resources Surveys of faculty and students, requests have been made for additional space. The three conference/study rooms are used continuously throughout the year. During mid-semester and at semester’s end, the request for conference room use exceeds the availability. The open study area cannot support study/project groups that require student interaction, as the talking can distract other users of the area.

Library and Information Resources Student and Faculty Surveys conducted in 2006-2007 and 2007-2008 indicate that the majority of respondents are satisfied with the library’s resources and services, and find that needs are usually met. The Library Statistical Overview Report shows that the usage of the library has increased over the last five years. Usage increased by 10% from 2005-2006 to 2007-2008. “Points of Service”, which tracks service interactions between library staff and users, has almost doubled between Jan-June 07, and Jan-May 08, from 761 to 1,439. In an LRCC survey taken in conjunction with the

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CCSSE in spring 2008, the majority of the respondents were “very satisfied” with the library’s resources and services, which they rated as “very important” to them.

One strength of the library’s collection is its diversity of formats. Print materials, electronic books, and databases as well as videos, DVDs, and CD-ROMS provide students and faculty a variety of options to meet information needs. The electronic databases and electronic books give users the ability to research sources at their convenience and also provide resources for distance learners. The allocation of money to purchase videos and DVDs has increased 100% over the last five years. Offering a larger and more up-to-date collection provides alternative instructional aides for visual learners and also gives students the opportunity to incorporate videos and DVDs into class presentations. The use of the library’s electronic resources relative to the circulation of print resources has increased consistently over the last five years, which reflects national trends.

Being an Ex-Officio member of the Curriculum Committee, and signing-off on requests for new classes and/or programs has allowed the Director of Learning Resources to be more proactive in adding resources to the collection that will support additions to the curriculum. For example, the Cumulative Index to Nursing and Allied Health Literature (CINAHL) Plus were added to the EBSCOhost subscription in support of the Nursing program and “Academic Search Premier” electronic databases were added to support the increase in liberal arts, humanities, and social sciences courses being offered. The Ebrary electronic book collection was also added to provide a greater variety and quantity of academic books to support the wide range of on-campus and distance learning programs. These resources supplement the print collection that cannot expand as readily, due to budget and space restrictions.

According to the Library Statistical Overview, the number of additional print titles added to the collection has varied from year-to-year due to funding allocations. A complete weeding of the print collection is behind schedule. Weeding of the print journal titles was done in 2005-2006 in response to budget constraints but is now also behind the regular schedule.

Services provided to students and to faculty by the Bennett Library staff are a second area of strength. As the Library and Information Resources Faculty and Student Surveys show, the majority of users are satisfied with reference assistance and the interlibrary loan process.

The number of interlibrary loan requests has increased by 85% over the last three years. The combined catalog of the CCSNH libraries, the participation of Bennett Library in the New Hampshire Union Catalog, and the Reciprocity Agreement between the CCSNH libraries and the University System of New Hampshire have provided a wealth of shared resources for Bennett Library users. Journal articles and books arrive, to the satisfaction of students and faculty, through email of scanned journal articles or the New Hampshire libraries interlibrary loan van service. The library also uses trends of interlibrary loan requests as another evaluation tool for purchase recommendations. As the requests for nursing journal articles increased throughout all the CCSNH libraries, the Directors of Learning Resources agreed to share a subscription purchase upgrade in FY2007 from the CINAHL database to CINAHL PLUS to provide more full-text articles.

A third strength of the library is the commitment and dedication of the staff. The Library and Information Resources Faculty Survey and the Library and Information Resources Student Survey indicate that both faculty and students are satisfied with the service and reference assistance they receive. The participation by the library staff on college-wide committees exemplifies their commitment to the College and their interaction with the college community.

Professional library staff must be present to check out materials, loan out equipment, assist users, and generally be available to maintain the services and resources of the library and the computer lab.



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Although the library staff makes every effort to ensure coverage during all open hours, unexpected illnesses, important meetings, and vacation time has not allowed for total professional coverage to be maintained. As the number of library users has increased, more reliance has been made on work-study students who are not always qualified to provide the level of service required, nor are their schedules reliable. As recommended by the 2003 NEASC report, the Library Technician position was upgraded to a full-time year-round position in January, 2003. This provides one full-time professional position during the summer and during other times that the Director of Learning Resources is not available. However, library services might be enhanced if the Director's schedule was also increased.

While there have been consistent increases in the library budget in the last three years, including a major increase in 2007-2008, the library is challenged to maintain and expand the electronic databases while still having sufficient resources for books and other printed material and equipment. Electronic resources are particularly important, given the College's commitment to increasing its online offerings.

The Library and Information Resources Faculty Survey finds that the majority of faculty are "very satisfied" with the design and quality of library instruction. The informal feedback from some instructors regarding the quality of assignments turned in by students who have received library instruction indicates that those students do a better job with class papers and projects.

The library has added new venues over the last five years to increase awareness of services and resources across the college community and out to the greater Lakes Region community. With the continuing improvements made to the college and library websites, providing information on library services and on remote access to resources for on-campus and distance learners has become a reality that did not exist five years ago. The creation of the Library Committee provided additional support for the library by involving campus representatives in the decision-making process. The creation of the Bennett Library Club increased the library's "visibility" on campus, as well as throughout the Laconia area with its sponsorship of activities and exhibits that were covered in the local media. The library also participates in all on-campus orientations for new day students as well as for new faculty. The library offers on-demand orientations for new evening students and faculty, but a formal all-campus evening orientation for new students and faculty has not been developed.

### **Other Information Resources**

The value of information resources and technology and its place in the planning, administration, and evaluation of Lakes Region Community College is acknowledged and supported throughout the College's [Strategic Plan](#). The Long-Range Planning Committee over the last few years has solicited a planning document from each department that includes instructional and information resource needs.

The re-designed College webpage provides an important tool for students, faculty, staff, and the larger community to learn about the College and its programs, as well as to connect to services. Over the last few years, the webmaster has greatly enhanced the webpage from using a word document without pictures, to using Dreamweaver software and adding pictures, department pages, and active links. The CCSNH has hired a System-wide webmaster to consult with each college's webmaster to provide assistance and to coordinate consistent web branding for the CCSNH.

Support is given through funding for the purchase of instructional technology and information resources, as well as to provide training and professional development for its use by faculty and staff. Carl Perkins Grant monies have also been used to purchase instructional and information technology for career and technical programs. CCSNH grant funding has provided LRCC the opportunity to use and to evaluate Parature, a software package that will be used for online questions about the College during summer 2008.



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The Technology Committee was charged with creating a formal Technology Plan to better plan and coordinate all aspects of instructional and information technology. Using an online survey instrument, the Technology Committee developed three different surveys for faculty, staff, and students, which provided feedback to assist in developing the plan. A draft is currently under development. The IT Department Technology Plan and the Bennett Library Technology Plan should be incorporated into the LRCC Technology Plan.

The [Community College Survey of Student Engagement](#) (CCSSE) taken in 2006 has provided data to measure student satisfaction and engagement with instructional and information technology. The data reported that the highest percentage of students “often used the computer lab” and 50.5% of students responded that the services were “very” important. The highest percentage of students answered “very often” to “used the internet or instant messenger to work on an assignment” and also answered “very much” to “using computers in academic work”. Although no formal internal analysis has been made of the pertinent information technology data provided by CCSSE, the College has shown a commitment to increasing student use of technology by providing additional computers in the computer labs and classrooms, updating software throughout the College from Microsoft Office 2003 to 2007 and XP to VISTA, increasing internet access points across the campus through wireless technology, and supporting System-wide student email. The CCSSE Survey was administered again in spring 2008 to provide a much-needed comparison of data from 2006 for better assessment and planning.

### Projection

#### Library

The new College Facilities Master Plan addresses additional space needs in the library and calls for a new library to be included in a proposed Liberal Arts classroom building. Implementation of Banner Finance, will allow for more direct control and oversight of the library budget, increased monitoring of expenditures, and better planning. Continuing requests for Perkins funding will provide additional monies to support career and technical programs with quality resources.

A detailed weeding of the print collection will be scheduled for fiscal year 2008-2009. An in-depth analysis of the library’s print book collection will utilize the “Library.Solution” reporting capability to assist in the evaluation of the quality and quantity of the print collection across the curriculum.

The request of the Director of Learning Resources to change from a 180-day schedule to a 234-day schedule to increase full-time availability of professional staff and services is under consideration by the College Leadership Team.

The Director, in collaboration with the Distance Learning Committee and Distance Learning faculty, and consulting the Association of College and Research Libraries (ACRL) standards on Distance Learning Services and Information Literacy, will create online library instructional and orientation sessions for distance education classes, students, and faculty. The sessions will be available on the library webpage and through individual course Blackboard sites. Assessment tools for distance learners and faculty to evaluate the resources and services of the library will also be available online.

The Director, consulting the ACRL standards on Information Literacy and Best Practices in Information Literacy, in collaboration with the Academic VP and faculty, and utilizing the [Core Competencies](#) and [Degree Competencies](#) and published program outcomes, will create a formal Information Literacy Plan to support and assess quality library instruction.

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The question on library services and resources that was added to the CCSSE survey of spring 2008 will give the Director more data on student satisfaction with library services. The current Library surveys administered to students and to faculty will be re-designed for spring 2009 to include more questions on information resources and library instruction. Surveys for distance learners and faculty will be designed and made available for Blackboard in spring 2009.

### **Other Information Resources**

A comprehensive Technology Plan will enable the College to better plan for and coordinate its instructional and information resources. The Technology Plan will be ready for the 2008-2009 academic year.

In an effort to better collect and analyze input from students, faculty, and staff, making for a more accurate and timely assessment of information resources and instructional technology, the College will be designing assessment tools and using a subscription to an online survey instrument to gather user data, beginning in the academic year 2008-2009.

The College will undertake an evaluation of the software support system, “Parature”, as a tool for improving recruitment and retention by providing greater information to students.

An additional round of CCSSE data in spring 2008 will not only give the College more up-to-date feedback to analyze, but when compared to the previous round, will enable the College to begin to recognize trends in the data. This will assist the College in evaluating how the information resources and technology initiatives of the Strategic Plan are being met and how it is fulfilling its mission.

### **Institutional Effectiveness:**

The College regularly evaluates library services by soliciting input from library users through many channels: formal surveys, the website, the suggestion box, and college committees, to name a few. Data is also gathered through several reporting systems such as the Library Statistical Overview, the CCSSE data, and point-of-service tallies. Decisions made that impact the library and the services offered are driven by this data. Based on input from users, and the data compiled, the College allocates resources to the best advantage. Print and electronic additions to the collection are carefully chosen based on requests and program requirements, staffing demands can be analyzed based on patron usage, and informed decisions can be made regarding library services.

The College also gathers data from the CCSSE and in-house surveys on issues related to information and instructional technology. This data will be used in the Technology Plan to provide a “picture” of information and instructional technology use across the College. The Technology Plan should provide the framework for coordinated decisions in the implementation of information and instructional technology to further the College’s Strategic Plan and fulfill the mission.

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## Description

Lakes Region Community College has both proven capability and new opportunity to accomplish its [mission](#) through the campus infrastructure. The physical plant and its mechanisms; the wired and wireless technological support of software, hardware, and human resources; the furniture, and the buildings; even the landscaping of the grounds are important matters. While the College has modern, state-of-the-art facilities in a new building, the older building, though well-maintained, has significant limitations. The campus also lacks some of the facilities that would enrich the instructional programs and the service it can provide to students. The support of local, regional, state-wide, and national sponsors from industry (General Motors and Mercury Marine), businesses (automotive dealers and print shops), and not-for-profits (LRG Healthcare and the New Hampshire Fire Academy) is invaluable in supporting the College's mission. The College has an organizational commitment to long-term planning for academic growth. The product of this preparation has resulted in the College Facilities Master Plan which is currently being updated to include a vision for the next decade.

The campus occupies 49 acres on a hill overlooking the City of Laconia and Lakes Winnisquam and Winnepesaukee. It has easy access to State Highways 106, 107, 3, 11, and to Interstate 93. There are two main buildings. The older, which was opened for classes in 1968, has 70,000 square feet of space and the new Center for Arts and Technology (CAT) building, which was dedicated in 2005, has 35,000 square feet. There are four parking lots with reserved handicap, visitor, and special fleet vehicle areas. The parking lots are utilized for Commercial Drivers Training and for Motorcycle training on weekends.

Although space for student activities and services is limited, there is a student-lounge, a cafeteria, and a bookstore. Intra- and Intercollegiate sports are managed by a contracted employee and conducted at a local municipal field (baseball) or a rented facility off-campus. An outdoor basketball court has recently been added to the campus. The [Bennett Library](#) provides computer access, study areas, and meeting rooms in addition to a collection of trade periodicals, reference books, and instructional videos.

Dedicated space is provided for programs with specific needs. On the main campus, the Computer Technologies Program has a specialized networking computer lab. There are clinical settings for the Nursing program, and shops for the Automotive and Marine programs. The Electrical and Graphics programs are provided with classroom space that is designed for the state-of-the-art technology required. The Fine Arts program has dedicated use of classroom and lab space that meet specialized needs.

When suitable space is not available on campus, LRCC has found alternatives nearby. The Culinary Arts and Restaurant Management Programs are currently housed in the historical, renovated Belmont Mill, located five miles south of the main campus. Facilities include one classroom, four computers, one faculty office, and a fifty-seat restaurant, the "[Food for Thought Café](#)." The 1500 square-foot industrial kitchen is outfitted with commercial grade equipment and houses a bakery. The restaurant is open to the public for lunch three-days a week. The Hospitality Club also operates a catering service out of the kitchen for both school and public functions. Specific Marine classes are held at Dave's Motorboat Shop in the neighboring town of Gilford, through an ongoing rental agreement. In addition to classroom space for lectures, Dave's provides an indoor space large enough to accommodate larger boats for year-round, hands-on marine lab experience. Dave's is located about six miles from the College.

The College offers courses off-campus to accommodate its students. In order to serve the communities in the outlying area to the west, the College runs evening courses at Franklin High School. While ten to twelve courses are offered each term, only four-to-five actually run, due to minimum enrollment requirements. The College has no maintenance responsibilities at this facility. Dedicated office space is provided by the high school. The College hires a part-time coordinator who is present at the high school while the evening classes are in session and is also involved in promoting the presence of the College and reaching out to the Franklin community. Presently, course offerings are limited to classes that do not have equipment or computer needs.

The state-wide Running Start initiative allows high school students to take courses in their home institutions for college credit. CCSNH instructors partner with high school teachers to deliver these courses. A visit to the high school and classroom observation is required of the College Running Start faculty. On-site evaluations, as well as

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regular visits by the LRCC Running Start Coordinators, serve to ensure that the physical environment in which these courses are being offered meets the needs of the course curriculum. Similarly, students who are working in a co-op situation are visited on-the-job by the College instructor. Part of that visit is an evaluation of the site for its suitability as a co-op experience.

LRCC is committed to providing a physically safe and secure environment. The buildings and grounds have always been compliant with the applicable national, state, and local building and fire codes and ordinances (National Fire Protection Association and International Building Codes) and often exceed these requirements. The buildings are accessible under the provisions of the Americans with Disabilities Act (ADA). Their construction is fire-resistant. There is complete automatic fire sprinkler protection, heat and motion detection, door alarms, and pull stations connected by a master box with termination at the Lakes Region Mutual Fire Aid Dispatch Center. There are camera coverage and recording devices for external perimeter security.

The College has a safety committee, headed by the department chair of the Fire Science program, and an environmental compliance program directed by a Fire Science professor. In August of 2007, the committee authored and distributed an [Emergency Protocol Handbook](#) to the campus community.

The College enjoys a good working relationship with local law enforcement authorities. In September, 2007, a sergeant from the Laconia Police Department delivered a Workplace Safety workshop to faculty and staff. In November, 2007, the Student Services VP met with the Laconia Chief of Police, who had a very favorable reaction to the Emergency Protocol Handbook. As a result of that meeting, in December, a Special Operations Group from the Belknap County Law Enforcement Agency spent a day at the College studying the campus and taking pictures that would assist them in setting up a command post and planning a response to an emergency should the need arise. In January, the Belknap County Sheriff and a Laconia Police Officer met with faculty and staff to discuss emergency procedures. In the spring, the Laconia Police held a full-training exercise on the campus.

In 2008, the CCSNH engaged the firm of TransSystems to perform a comprehensive assessment of campus safety and security for all colleges in the System. The firm reviewed the security policies and procedures and action plans on each campus. It evaluated all buildings, grounds, and parking areas for accessibility, lighting, use of security technology, emergency communication capability, signage, and power back-up. It conducted a threat assessment based on historical crime rates, population density, income levels, and land use. It viewed the College after nightfall as well as during the regular business day. It also reviewed the plan for LRCC to serve as a Pandemic Point of Distribution. The report and recommendations will serve as a blue print for the System and the College in further strengthening safety and security.

All College personnel who have contact with hazardous chemicals, bio-hazardous materials, or blood borne pathogens must receive state-provided training in dealing with these materials. Regular reports on the handling of chemicals are sent to the local emergency planning committee and to the State emergency response commission. There are secure fenced enclosures, cold-storage buildings, and containerization for the instructional props, tools, equipments, and spare parts of the marine and automotive programs.

Hard copies of student-related forms and data are protected in fire-proof cabinets. These files include a student's personal information, application to the College, high school or transfer credit transcripts, transfer credit evaluation, Accuplacer scores, registration forms, add/drop forms, forms for credit by exam, and letters referring to the student's academic standing. Files are kept according to the guidelines for retention of records published by the American Association of Collegiate Registrars and Admissions Officers.

The security and integrity of all electronic data and communications are ensured by the following measures:

- The System IT Office maintains a Checkpoint Firewall that protects all computers in the system from unauthorized Internet access.
- The College is protected at its border from off-campus ingress by a router/switch with access control lists.
- There are three college networks (VLANs): administrative, academic, and wireless.
- The wireless network, which is installed throughout the College, is isolated from all other networks.
- The administrative and academic networks are isolated from each other.

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- Student data, including grade information, are stored on a server in the System Office. This server is accessible only from the administrative network and requires a user name and password. Permission for access is given on an individual basis and only to those areas of the server and the associated database(s) that are needed by the individual.
- Administrative data are kept on a server with RAID5 drives. The server is fully backed-up to removable external hard drive weekly and on-site in a fire-proof cabinet. Access to the server is protected by username and password and is limited to job-related need.
- Faculty are encouraged to keep backups of data stored on a network server as well as on local external USB flash drives.
- All servers are on Uninterruptible Power Supplies (UPS) to minimize the loss of data due to short-term power interruptions.
- The network, individual user accounts, and email are all password protected.

LRCC provides considerable classroom computing services for instructors and students. The main building houses three fully-equipped PC labs, with projectors connected to the instructor workstations. A number of classrooms contain PCs for student and instructor use. For classrooms without computers, the library makes available to instructors two portable workstations, equipped with laptops and projectors. The College has a “Computers on Wheels” system, sixteen laptops on a cart for use in any classroom. Two SMARTBoards are wall-mounted in the Main Building.

The CAT building houses five, fully-equipped computer labs – four with PCs and one with Macintosh computers. The computer labs and one other classroom in the CAT building have projectors linked to computers at instructor stations. There is a SMARTBoard in the CAT building, and several carts with PCs and projectors that are available for classrooms without computers.

In 2007, laptops with docking stations and flat screen monitors were purchased for all full-time faculty members who requested them. Seventeen were purchased and distributed.

LRCC has an infrastructure in place to provide network and Internet connectivity to all classrooms, offices, and other facilities. All classrooms in the main and CAT buildings have at least one wired network drop for an instructor computer. All offices in both buildings have wired network connections. Wireless access points in both buildings provide network connectivity throughout each building. Both buildings have a video teleconferencing facility.

Internet connectivity for LRCC is provided through four T-1 connections to the System Office in Concord. This results in approximately 5.2Mbps of bandwidth for all Internet, Banner and video teleconferencing traffic. Banner and video teleconferencing traffic have priority over Internet traffic.

The College employs two full-time computer technical support personnel with appropriate credentials and expertise, who provide technical support from 8:00 am to 7:00 pm. The IT department has developed an [IT Technology Plan](#) to specifically address the services it provides and the initiative it is planning for the future.

The establishment of the Community College System of New Hampshire as a non-profit corporation in July, 2007, ended the “state agency” status of the former Regional Community Technical College. While the overall capital budget is still subject to state legislative approval, as a self-governing entity, the CCSNH now has the authority to enter into contracts for construction and renovation projects without the approval of the Governor and Council.

Several College governance groups have conducted planning sessions to identify specific and general improvement projects, most notably the College Coordinating Council (CCC) and the Long-Range Planning (LRP) Committee.

The Long-Range Planning Committee integrates College-wide participation around a common set of goals into a College Facilities Master Plan. The Committee has adopted as its mission to “conduct research and needs analysis in support of the development and promotion of the Master Plan.” The Committee was formed in the fall of 1999 in response to the need for space on the Laconia campus for program expansion and, in particular, to bring two programs back to the main campus from the State prison grounds. It is composed of representatives from all



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academic programs and non-academic departments. All academic programs were charged with completion of a “[Ten-Year Vision for Growth](#),” all academic and non-academic departments were charged with completion of a “[Long-Range Planning Worksheet](#).” Based on the needs assessment work done by the Committee, a ten-year College Facilities Master Plan for the College was developed, covering capital improvements and critical maintenance needs. With support from the College Advisory Committee and the community, the College lobbied for capital monies and the state legislature granted the College \$5.5 million to complete Phase I, the CAT building, which was completed by September, 2005. The assignment of space in the new building, as well as the re-assignment of space in the old building, was driven by the work of the Long-Range Planning Committee. The addition of the CAT building allowed the College to move the Graphic Design and Technology program and the Electrical Technologies program back to the main campus from the State prison grounds, where they had been located since 1995. The new building is also home to the Computer Technology, Fine Arts, and Fire Science programs.

The College Facilities Master Plan, a living document, continues to be revisited and revised by the Long-Range Planning Committee. In the fall of 2007, the Committee voted on a prioritized list of capital requests, which it forwarded to the President for review. The final list was sent to the System Office where it was combined with similar lists from the six other colleges to create the [CCSNH Capital Budget 2010-2011](#), a prioritized list of System-wide capital requests. The list was forwarded to the Governor for his consideration and inclusion in the overall State-wide capital budget plan.

Some of the most critical maintenance needs in the main building were addressed in 2006-2007 biennium budget when \$860,000 was spent on a new roof and an overhaul of the elevator. Plans in the 2008-2009 budget include spending \$2,000,000 on additional critical maintenance needs in the original section of the main building. Plans in the 2010-2011 biennium budget include a new building to house the Automotive and Marine programs, renovation of the space vacated by those programs in the main building, and critical maintenance items. HKT Architectural Firm has been engaged to create a conceptual plan for the Automotive and Marine building and to assist the College in a comprehensive up-date of the College Facilities Master Plan.

### Appraisal

The addition of the CAT Building to the campus provided appropriate space for the state-of-the-art labs that are needed in the Graphic Arts, Media Arts, Electrical, Fire Science, Computer Science, and Fine Arts programs. The relocation of the Graphic and Electrical programs has allowed the College to serve those students more efficiently.

In the past two years, under the direction of the CFO/Business Administrator, much has been done to make the main building more attractive. Carpets have been installed, rest rooms have been painted and made more attractive, new furniture, a mural, display boards, and new lighting have been added to the main hallway. Classroom furniture has been upgraded. Old metal lockers lining the hallways have been removed. Work has been done on the main entrance, and the landscaping around the grounds has been greatly improved. The renovation done in 2007 coupled with the more extensive renovation in the summer of 2008 will certainly improve the building’s utility and attractiveness. However, it is an old building that has been reconfigured too many times, and a number of the instructional spaces will remain less than satisfactory.

The main building contains two combined lecture/laboratory classrooms for science classes. The biology classroom is deficient in space, laboratory benches, and storage space within the classroom. Neither classroom has laboratory benches designed for use by students with physical handicaps. Small storage rooms are available for chemical storage and general storage, but no space exists for chemical or biological sample preparation outside of the classrooms.

The main building is not well-suited for housing the Automotive and Marine programs. Problems with space, noise, and ventilation make this an undesirable situation. The College recognizes its need and responsibility to support and advocate for the Automotive and Marine building proposal in the community and legislature.

Parking is close to being at its limit. Any growth in enrollment will necessitate additional parking space.



## PHYSICAL AND TECHNOLOGICAL RESOURCES: Standard Eight

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LRCC benefits greatly from the knowledge and expertise of the Fire Science instructors, particularly in the areas of building safety, disposal of hazardous materials, and compliance with local and state environmental regulations.

The use of community facilities for athletic activities and events, while cost-free, is limited, and the College must work around the town schedule. Generally, the facilities are available two days a week. Athletic facilities on-campus would greatly improve campus life. While the new outdoor basketball court offers some recreational possibilities, on-campus athletic facilities, as well as a wellness center, a daycare center, and on-campus student housing would allow the College to enhance student activity offerings and assist in recruitment and retention.

Despite the limitations of the facilities, the College continues to receive compliments on the physical appearance and condition of the buildings and grounds. The maintenance crew has set a high standard and works hard to uphold it. They are assisted by faculty and staff who take ownership in classrooms, labs, and office areas, and a student body that displays a great pride in and respect for the College.

While the Belmont Mill location is very attractive and was once adequate for the needs of the Restaurant Management program, the increased interest in the new Culinary Arts degree is quickly escalating student numbers and the program is outgrowing available space. Separation from the rest of the campus is inconvenient for students, who must take all general education courses on the main campus. This also promotes a feeling of isolation. Dave's Motorboat Shop provides adequate space and is local to the College; however, better use of student and faculty time would be achieved if the entire Marine program were housed on campus. Providing space for both of these programs on the main campus is a high priority for the Long-Range Planning Committee.

The use of the Franklin facility costs \$150 per semester. The courses that can be offered at the Franklin location are currently limited to classes that do not require the use of computers or other equipment. Consequently, enrollments in courses offered at Franklin remain low.

The College has been very successful in keeping up with changes in technology. Computers are available and extremely accessible to students and faculty. They are upgraded regularly and very well-maintained.

With the uncoupling of the campuses in Berlin and Laconia, the College now enjoys the full attention of the leadership team, which is free to focus on planning, promoting, implementing, and supporting the growth of one college instead of attempting to balance efforts between the needs of two campuses. With energy directed exclusively to local operations and planning, and without having to compete with a sister campus for the same capital budget dollars, much more progress is being made in moving LRCC forward.

As a result of the new legislation, CCSNH received the largest capital budget in System history. Based on the amount of money being spent on planning for the new Automotive and Marine Building, LRCC has good cause to be optimistic about future capital budgets and the evolution of the College Facilities Master Plan.

Because it is a College-wide activity that embodies all programs and support offices, the Long-Range Planning process has been an effective tool in several ways. Most importantly, it delivers a plan that is a living document, with the needs of all College constituencies represented. Beyond that, it has been a valuable learning process for all involved. It has both educated and sensitized participants as to the needs of others in the College. It has allowed people to appreciate what others in the College can do, what they can't do, and what they need in order to surmount difficulties dictated by space limitations. While the planning process has sometimes been frustrating due to delays and the scaling down of the dollars available, it has also been a lesson in perseverance. Planning for the CAT building began in 1999 that finally came to fruition in 2005. However, it is not clear that the long-range planning process needs to continue as an ongoing activity. A periodic review and updating of the Facilities Master Plan may be more effective.

### **Projection**

Addressing the needs of students through maintaining and improving physical and technological resources is a constant priority for Lakes Region Community College. Encouraged by the addition of the CAT building in 2005,

## PHYSICAL AND TECHNOLOGICAL RESOURCES: Standard Eight

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the College has continued to develop plans for future expansion with renewed and reasonable expectations that these plans will come to fruition.

Goal Six of the Strategic Plan, to “ensure an effective learning environment and stewardship” is supported by the following strategies:

- Upgrade and expand the physical plant and grounds to provide a more attractive and supportive student learning environment
- Serve as a model for environmental responsibility and energy conservation for the community
- Continue to explore options for the construction of student dormitories
- Improve safety, security, and emergency preparedness throughout the facility

The first, which is also highlighted as a critical priority, is an ongoing effort, addressed in small details as well as the large capital plans. College personnel are very conscious of the overall appearance and cleanliness of the buildings and grounds with improvements now being made in classrooms, hallways, and rest rooms.

In a larger effort, the summer of 2008 has seen major renovations to the main building. According to the [College Facilities Master Plan](#), \$2,000,000 will be spent to improve ventilation and electrical distribution; to upgrade emergency lighting, fire alarms, lighting in hallways, communications, and classrooms, classroom heat controls, and air conditioning; to replace all windows with tinted, energy efficient windows; and to replace or install ceilings in second floor classrooms. The upstairs hallway and classrooms will be carpeted, a new divider wall will be installed between Rooms 200 and 200A, rest-rooms will be upgraded with new fixtures, walls, lighting and floors, and the hallways, stairwells, and cafeteria will be painted.

During the summer of 2008, the Printing program will be closed and the space that is vacated will be allocated to the Electrical Programs. The use of the space vacated by the Electrical Programs is still under consideration.

Funding in the amount of \$6,125,000 for the new Automotive and Marine building has been included in the 2010-2011 budget proposal. The budget also allows for \$602,200 for renovating the space in the main building that will be vacated by those two programs. Planning is well underway under the direction of HKT Architectural Firm. The proposed budget also includes \$1,625,000 for maintenance needs, such as additional parking, rewiring and installing telecom and data ports, replacing door hardware with handles that can be locked from the inside, additional air conditioning, and renovation of the first floor administrative wings for improved student access to services. The updated College Facilities Master Plan, as developed by the Long-Range Planning Committee and HKT Architects, will serve as a vision for a ten-year development program.

The self-governance legislation of 2007 will streamline capital expenditures. As a State agency, capital projects of the Community College System were run through one office that controls contracts for the capital projects of all agencies, and consequently were subject to frustrating delays. As a self-governing entity, once the overall capital budget has legislative approval, CCSNH will have more direct control over its own construction and renovation projects. The College, therefore, will be more successful in promoting capital budget needs. As the College looks further into the future, plans include the addition of more classroom and lab space, a larger library, a Health and Wellness Center including athletic facilities, an auditorium, improved common areas for students, a daycare center, and student dormitories. These additions will not only enhance the experience of students currently enrolled, but will make LRCC highly competitive in recruiting new students and enable the College to better serve the community.

With a 47% growth in FTE's over the past ten years and almost 10% in the last year alone, LRCC has every reason to project continued growth in the future that will result in the need for added space, particularly science labs and general classrooms. The President has developed a system of [College Reporting](#) that will produce regular reports on, among other things, schedule capacity, room capacity, program capacity, and enrollment trends. These reports will provide the College with the data it needs to allocate current resources more effectively and to support requests for additional facilities.

The College Leadership Team has developed a new [Equipment Budget Process](#) that provides a formal system of reviewing and prioritizing requests for equipment purchases. This new process will result in a distribution of College resources that maximizes their benefit to the College.

## PHYSICAL AND TECHNOLOGICAL RESOURCES: Standard Eight

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### **Institutional Effectiveness:**

LRCC has been engaging in a focused College-wide process of regular assessment of physical resources since it began planning for the possibility of a new academic building in 1999. All constituencies of the College are involved in both short and long-term planning. The process of producing, compiling, and analyzing this input, and then shaping it into a comprehensive plan for the College, is an ongoing undertaking. The College, supported by the System, also engages professional expertise to assist in planning for immediate and long-term concerns, such as security and safety, architectural design, and site planning. The plans for the College continue to evolve as new internal and external factors are introduced and needs are re-assessed. All of these efforts contribute to the fulfillment of the College's Strategic Plan, and thereby its mission.



## FINANCIAL RESOURCES: Standard Nine

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### Description

Lakes Region Community College manages financial resources by adhering to fiscal policies established by the laws of the State of New Hampshire and the policies of the Board of Trustees of the Community College System of New Hampshire. By doing so, it has remained financially stable and has consistently maintained the resources needed to adequately support educational objectives.

New Hampshire State Law ([RSA 188-F](#), V through XVI) outlines the financial structure of the Community College System of New Hampshire (CCSNH). It grants to the Board of Trustees of the CCSNH the authority to establish and collect tuition and fees; accept any funds accruing to the Community College System, including funds received from the Federal or State government, Federal financial aid, and grants from public or private sources; expend, allocate and transfer funds within the System; enter into contracts, leases, and other instruments or arrangements; invest excess and reserve funds; accept legacies and gifts for the benefit of the Community College System; acquire consumable materials and services; and acquire, improve, and maintain property and equipment.

The Board is charged with presenting the CCSNH biennial operating and capital budgets to the Governor and the Legislature. The Chair of the Board of Trustees and the Chancellor are required to prepare a joint report including the use of Federal vocational and financial aid funds, upgrades to the information technology systems, and the overall operations of the CCSNH including financial status, enrollment data, and program administration. This report is sent to the Chairs of the House and Senate Education Committees, the Speaker of the House of Representatives, the President of the Senate, the Governor and the Senate and House Clerks.

Having been granted the above authority and responsibilities, the Board of Trustees, in its [Policy Manual, Finance Section \(400\)](#), delegates to the Chancellor of the CCSNH the responsibility for administering financial policies. The Chancellor is charged with the preparation of reports and recommendations to assist the Board in fulfilling the financial responsibilities.

The Chancellor has the authority to approve, oversee, and manage CCSNH policies and procedures for purchasing goods and services and for entering into contracts, leases, or arrangements for amounts less than \$100,000. He must ensure that the policies and procedures in effect have proper internal controls according to audit principles and that all transactions are properly reviewed and approved.

He has the responsibility to develop and implement a competitive bidding process for equipment, supplies, and materials and must approve all acquisitions where the process was not used or the lowest bidder was not chosen. He also develops procedures for accepting gifts of equipment, materials, and supplies if the value of the gift is greater than its attendant cost. Under his purview, the System maintains inventory records of all equipment valued above \$100.

The Chancellor, in turn, delegates to the President of the College the responsibility and authority for ensuring that the College functions with proper internal control procedures; that all budgets remain balanced and within authorized limits; that all transactions have appropriate approval; and that adjustments, transfers, and revenue and expense patterns are documented and reported in a timely manner. The President has the responsibility and authority to approve, oversee, and manage contracts, leases, and arrangements within parameters and processes established by the Chancellor and may accept gifts of equipment, supplies, or materials with a fair market value of less than \$50,000.

## FINANCIAL RESOURCES: Standard Nine

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All monies received by the colleges are sent to the State treasurer, and then allocated by the treasurer to the individual college and System Office accounts for support and maintenance. While the Board places the responsibility for the solvency of each college in the hands of the president, it also recognizes that in spite of good management, unanticipated emergencies or shortfalls may leave an individual college in a negative financial position. The Board position is that the ultimate financial goal for the CCSNH is to be financially solvent as a System. This places the financial condition of each college secondary to the overall financial condition of the colleges collectively. All amounts remaining in the college accounts at the end of the fiscal year are carried into the System “lapsed” account. Seventy-five percent of each individual college’s “lapsed” funds are earmarked for future projects of that particular college. The remaining twenty-five percent of these funds that are not allocated to the individual colleges serves as a reserve and remains available for new programs, initiatives, and unforeseen circumstances that may occur throughout the System. For example, in 2006-2007, \$800,000 of lapsed funds was allocated as a revenue enhancement specifically granted to enable the colleges to avoid a tuition increase for the 2006-2007 academic year. LRCC received \$72,255 of this allocation.

The passage of bill [SB 82](#) on July 17, 2007, revised [RSA 188-F](#), eliminated the Regional Community-Technical College System, which operated as a State agency, and established the Community College System of New Hampshire (CCSNH), a system of higher education governed by a Board of Trustees. A major implication of this change is the increase in fiscal autonomy that the CCSNH, and consequently the individual colleges, now enjoy. Most of the expenditures that once required approval at the State level can now be processed locally and in a more timely fashion.

As the CCSNH transitions from a State agency to a self-governed entity, certain support services will remain in place until June 30, 2009. These include external audits, financial data management, legal services, risk management, payroll management, personnel services, certain administrative services, and treasury services. The advisability of continuing these services beyond the 2008/2009 biennium will be assessed as the implications of the self-governance initiative unfold.

All State-funded colleges, but particularly those that are State agencies, are subject to a mid-academic year reduction in general fund allocations. Moving away from State agency status protects the College from purchasing and hiring freezes imposed by the State. In January, 2008, the Governor asked all State agencies to reduce spending. Although technically no longer a State agency, CCSNH agreed to comply and returned \$1,055,000 to the general fund, of which LRCC’s share was \$108,000.

The System Office and Lakes Region Community College are jointly responsible for establishing and maintaining an internal control structure that ensures the institution’s ethical oversight of financial resources and practices, including contract guidelines. The State of New Hampshire has financial procedures in place that provide LRCC with reasonable assurance that assets are protected against loss from unauthorized use or disposition. These procedures also ensure that transactions are executed in accordance with management’s authorization and are recorded properly and result in financial statements that are prepared in accordance with generally accepted accounting principles.

The total College revenue in 2007-2008 was \$ 8,014,000. The majority (\$4,080,000 or 51%) comes from student tuition and fees and 42% comes from the New Hampshire State General Fund. The remaining 7% comes from miscellaneous outside support, such as the Community Colleges of New Hampshire Foundation, the System’s Grant Department, and the generosity of supporters of LRCC, who donate equipment, direct funding, and scholarship funds.

The amount of the allocation of General Funds to the individual colleges is determined by the State. The General Fund allocation process is not driven by a specific formula but by historical patterns to which the



## FINANCIAL RESOURCES: Standard Nine

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State makes adjustments. This year, FY 2008, LRCC saw an increase, which moved it from seventh to sixth of the seven colleges in [State Allocation of General Funds](#). The College's percentage increase was the second highest in the System.

In May, 2000, the [Community Colleges of New Hampshire Foundation](#) was incorporated for the purpose of securing private funds and grants to supplement the revenue sources of the CCSNH. The Foundation operates independently but in cooperation with the CCSNH. It accepts, holds, invests, and administers gifts that benefit the CCSNH or the individual colleges. Each of the seven colleges transfers privately-donated funds to the Foundation. All Foundation funds are commingled for investment purposes, but each endowed fund retains fiscal identity. The Foundation is audited annually by an independent auditor. In 2000, it reported assets of \$49,000. By the end of Fiscal Year 2006-2007, the Foundation encompassed 141 different funds, including 124 different scholarships, and 17 "other" programs from among the seven colleges. In September, 2007, the Foundation reached \$5 million in assets. Contributing greatly to this growth is the UNIQUE Scholarship, funded by the New Hampshire Higher Education Savings Plan for the purpose of providing increased access and choice for deserving, needy New Hampshire residents. UNIQUE awards per student went from \$1,000 in 2006-2007 to \$1,500 in 2006-2008. Total UNIQUE awards at LRCC were raised from \$36,000 in 2006-2007 to \$56,250 in 2007-2008.

In addition to funds available through the CCSNH Foundation, LRCC has other small, internal scholarships provided by private donors, such as the Edna Hansen Fund, held in LRCC trust accounts and available to students in immediate need. The College's largest source of internal scholarship funding comes from the Lakes Region Management Club, matched by the State-funded Governor's Success Grant. In 2007-2008, the Club raised \$9,000 for total awards to LRCC students of \$18,000.

The Director of Financial Aid, the Chief Financial Officer, the Bursar, and the Vice President for Student Services review State, private, and Foundation scholarships to determine if they are still active and conform to purpose. The website and catalog reflect the [latest scholarship information](#) from the College and from the Foundation.

The System Office maintains a grants department, the purpose of which is to provide technical support and coordinate grant applications, including Carl Perkins Funding, within the CCSNH. This helps minimize the competition between colleges within the System for the same grant money. Pursuing grants jointly has the potential to enhance each college's chances of success. The grants department receives, monitors, and distributes the funds to the grantee.

The Carl Perkins Grant is a Federal grant to support and strengthen career and technical education. LRCC receives consistent funding from Perkins Grants. Because of the previous organizational structure of the CCSNH, the Carl Perkins budgets of LRCC and White Mountain Community College (formerly NHCTC-Berlin) were combined until fiscal year 2007. In FY2007, LRCC received funding of just over \$92,000 and for FY 2008, the College enjoyed an 8% increase.

The College benefits from strong ties to business, industry, and the community. For example, LRGHealthcare donates approximately \$160,000 per year to the Nursing Program, in addition to a \$20,000 donation to establish a nursing lab at the College. LRCC's General Motors Automotive Service Education Program has received more than \$1 million in state-of-the-art vehicles and diagnostic equipment from GM that have been used in training student technicians for fifteen years. GM also contributes to instructor training and development. Mercury Marine supplies the College with all of the motors it needs for training in the Marine program. Through its equipment lending program, Mercury ensures that LRCC students have the latest models of Mercury engines to work on. They also contribute to staff training and development. The Electrical Program received sixty licenses for InteliBid, an estimating software program used extensively in the electrical industry, as a donation from ConEst

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Software Systems. The software is valued at \$80,000. The New Hampshire Professional Drivers' Association presented the College with a trailer to be used in LRCC's Truck Driver Training Program.

The process of preparing the College biennial operating budget requires input from the College community as a whole. Faculty, department chairs, staff, the College Coordinating Council, and administration supply information concerning their needs in the areas of current expense, rents and leases, maintenance agreements, membership fees, equipment, travel, staff development, marketing, and academic computing. This information is gathered and incorporated in the line item budgeting process and merged with projected tuition revenues and expected general funds from the State. The final budget requests are made by the College Leadership Team, consisting of the President, Vice Presidents, and Chief Financial Officer (CFO), and prepared by the CFO. The Leadership Team represents all areas of the campus to ensure that resources are allocated appropriately and reflect the mission of the College.

The operating budget requests are submitted to the Chancellor and the Board who review and approve the institution's financial plans. All college budgets are then submitted along with the System Office budget to the Governor's Office. Based on these requests and those of other State budgetary units, the Governor sets guidelines for the biennial budget. The Chancellor, the Board of Trustees, and the Presidents must then work within these guidelines to formulate a CCSNH budget for presentation to the legislature. This process maintains an effective oversight of the College's financial resource management and practices.

The CCSNH System Office is responsible for overseeing the finance and operations of the College, but the College has the authority to allocate funds among line items within the overall budget. When the College receives the approved budget, it is reviewed and line items are adjusted based on the funds received, anticipated tuition revenue, and the needs of the College as determined by the Leadership Team. The Leadership Team meets regularly to review the financial status of the College.

The LRCC Capital Budget requests are developed by the Leadership Team based on the work of the Long-Range Planning Committee, whose mission it is to, "conduct research and needs analysis in support of the development and promotion of the College's Facilities Master Plan." The Committee is composed of representatives from all academic programs and non-academic departments and the Academic VP. All academic programs were charged with completing a "[Ten-Year Vision for Growth](#)," and all academic and non-academic departments were charged with completing a "[Long-Range Planning Worksheet](#)." The work of the Long-Range Planning Committee informs the six-year Capital Plan, which is submitted to the System Office. The six-year plan is updated every two years.

Because the College's Master Facilities Planning process does not deal with overall design concepts or the placement of buildings, in spring 2008, the College hired the services of HKT Architects to assist in developing an overall campus design.

Each college within the System submits its capital priorities to the Chancellor and the Board, who review them with the System Leadership Team (SLT), which consists of the Chancellor, Vice Chancellor, Presidents, and all System Office Executives. The Board then submits a prioritized list of capital projects, the [CCSNH Capital Budget](#), to the State. Once the biennial budgets are approved by the Legislature, funds become available on July 1 of the first year, and the College proceeds with planning for approved projects.

Every expenditure the College makes is directly or indirectly supportive of academic objectives. Financial data for the CCSNH, as well as individual colleges, can be found on the State-maintained intranet site, "[SunSpot](#)," and the most recent financial statements are always available from the College's Chief Financial Officer. The College's year-end financial reports, as shown in the [2007 Board Financial](#)

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[Package](#), also reflect the financial stability of LRCC, as does the ability to maintain and improve the quality of the facilities, personnel, and technology.

Although the College may apply to the CCSNH for assistance in dealing with unanticipated economic situations, it has never needed to. LRCC demonstrates an ability to respond to financial emergencies and unforeseen circumstances through conservative budgeting and contingency planning. For example, the new [Equipment Budget Process](#) calls for the College to hold back a portion of the budget until spring enrollments are final. This affords the College the opportunity to re-evaluate budgetary allocations and ensure that it has financial resources sufficient to support academic and other activities for the balance of the year. If there is a possibility that the College will be facing a deficit, the President, the CFO, and the Vice Presidents develop a plan to reduce expenses while minimizing the impact on educational quality and services.

Financial aid policy and procedures are reviewed at least once annually and throughout the year as needed. The reviews are accomplished under the direction of the System Director of Financial Aid Compliance and in conjunction with the Financial Aid User Group comprised of all Financial Aid Directors, System Financial Aid Compliance, and a member of the Information Technology staff. As questions arise, the policy and/or procedures are taken to the Financial Aid User Group, which meets regularly. Policy and procedures are kept on a network-specific drive. The purpose of the reviews is to ensure compliance with Federal, State, and institutional regulations, improve access, and increase the quality of information shared with students. The Financial Aid Handbook is updated each award year and is available on the College website. All Financial Aid Policies are available on the Financial Aid link within the System website.

Both internal and external audits certify that LRCC is in compliance with State and Federal rules, regulations, and directives as well as System policies, procedures, and instructions.

The CCSNH Internal Audit Department staff has full, free, and unrestricted access to all CCSNH functions, files, records, property, and personnel. They determine whether management's policies, procedures, and instructions are followed consistently and evaluate any matter that would require a modification in policy in order to safeguard the assets of the CCSNH. They issue reports to appropriate managers, showing the results of the internal audit, and offer recommendations for improvements. They evaluate the plans made or actions taken as a result of their report and recommend further plans or actions if needed. Formal audit reports are submitted to the Finance and Audit Committee of the Board of Trustees. The CCSNH internal audit department also audits certain aspects of financial aid to assure compliance with federal regulations.

The certified public accounting firm, KPMG, performs an annual audit of financial aid funds on behalf of the State of New Hampshire's Office of Legislative Budget Assistant (LBA). The State of New Hampshire's [Annual Financial Reports](#) are also audited by KPMG and contain the financial statements, schedules, and the independent auditor's opinions required by statute. This report is reviewed by the institution's administrators and governing board who take appropriate actions based on the recommendations and conclusions of the auditors from KPMG.

In addition, "period" audits are performed on financial aid and all other funds throughout the System by the Legislative Budget Assistant. All LBA audits are conducted in accordance with Government Auditing

Standards issued by the Comptroller General of the United States and satisfy the requirements of Title 31, Chapter 75, of the United States Code. In 2007-2008, the LBA's Office performed a comprehensive audit of all colleges in the System. This required seven staff members from the LBA for a period of nine months. Such audits occur irregularly.

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In 2008, the CCSNH changed from its own internal financial reporting system to the CCSNH's Banner Finance in order to link the financial reporting system to the current Banner Student and Banner Financial Aid systems. Banner Finance provides a detailed financial control system including monthly reports on accounts receivable, accounts payable, and payroll expenditures by expense classification. These reports are merged with external spreadsheets and updated as needed for a more complete analysis of revenue and expenses. A payroll projection worksheet monitored by the System Office and the online New Hampshire Integrated Financial System provided by the State of New Hampshire provide controls for reconciling revenue and expenses. LRCC utilizes the BANNER™ Student software system to generate all student accounts receivable information. This information is used to analyze and estimate revenues.

### Appraisal

The multi-layered structure of financial planning and reporting of the CCSNH, while cumbersome at times, does provide the College with extensive oversight regarding the handling of financial resources. LRCC is financially accountable to the System Office, the Board of Trustees, and ultimately to the State Legislature. The structure also provides the College with resources and support for managing, accounting for, and auditing finances.

Prior to 2007-2008, if there was a year-end excess of funds at the college level, the entire amount reverted to the System Office and was used largely for System-wide expenditures. Individual colleges were required to apply for "lapsed" funds to meet special needs. With no ability to carry over any funds from one year to the next, it was generally considered in the best interest of the individual college to spend down its allocation before the end of the year rather than relinquish the funds to the System Office. The new policy that provides for seventy-five percent of these funds from each college to be earmarked for that particular college's projects in future years allows each college to develop multi-year plans. At the same time, having the System Office control twenty-five percent of the "lapsed" funds provides each college with a safety net in the event of a financial emergency.

Under self-governance, the College has gained financial flexibility. For example, under state agency status, staff development funds had to be applied for at least six weeks in advance, on seven-to-eight pages of notarized forms and had to be approved by the Governor and Council. Now the College has a one-page form that can be turned around in a day and approved on campus. Another area that was reviewed and revised for simplification and better productivity was the service contract guidelines. Previously, any service contracts over \$1,000 had to be encumbered, and anything over \$2,500 had to be advertised in the statewide newspaper, approved by the Attorney General's office, go to Governor and Council, and finally be encumbered by administrative services. This process could take weeks for a simple plumbing repair or other minor service. With the new guidelines, LRCC can approve any service up to \$100,000 in-house and only needs to do a formal Request for Proposal for services over \$20,000. In order to keep costs competitive and to be fair to all state vendors, College policy is to require three quotes for anything over \$2,000. This can be accomplished quickly, allowing the College to react to emergencies in a timely manner.

Tuition revenue represents an increasingly large percentage of the operating budgets of all the CCSNH colleges, making it necessary for the Board of Trustees to keep tuition high relative to other community colleges in the region and in the country. Although the Board of Trustees continues to strive to limit increases, tuition has increased 32% in the last five years and 59% in the last 10 years. The impact that high tuition could have on enrollments is not precisely measurable but is predictable. Nevertheless, the College endeavors to increase revenues by increasing enrollments. Through aggressive marketing and enrollment management, the College has realized almost a 10% increase in FTE enrollments this year.

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The budgeting process at LRCC is a College-wide endeavor, both at the operational and capital levels. The College goes to great lengths to ensure that the varied interests of the College community are represented and heard. In addition to enabling the College to properly set priorities and best meet overall needs, the process has the added advantage of giving the participants a heightened awareness of the efforts, achievements, and needs of areas of the College outside their own.

The College remains very conservative in its budgeting and spending. The new Equipment Budget Process is evidence of the College's determination to maintain its history of fiscal responsibility.

While Financial Aid audits are completed on a consistent basis, comprehensive internal audits of LRCC's Business Office, conducted by the System Office, are not being done on a regular basis. Staffing for this task is limited and too often other projects take precedence.

The transition to Banner Finance has been challenging because of a mid-year change in systems and the lack of customized reports. Such reports are not available through Banner Finance at this time, which necessitates merging data from the old system, Excel Spreadsheets, Banner data, and the State's integrated financial system (IFS) to arrive at meaningful projections. This is extremely labor-intensive. Delays in transferring information from the old system have also hindered budget projections. Lack of hands-on experience prior to Banner implementation made the transition more difficult. As in any new system there is a learning curve and not having a working database to practice with or run a parallel system for comparison has extended the learning curve.

In late May, 2008, it was discovered Banner Finance does not allow for multiple years to be accessed at the same time, so that budgeting and processing for the new fiscal year could not be entered in the system until July 1, 2008. Without the ability to post orders throughout the spring, as was done under the old financial system, the System Office will be faced with processing these orders as quickly as possible in the new fiscal year to allow for the delivery of purchases before classes begin in the fall.

Other complications brought on by the transition to Banner Finance created an additional workload at the System Office level, to the extent that the staff was not able to keep up with normal activity. Some accounts were never reconciled and payments were often slow.

### **Projection**

Goal Five of the Strategic Plan calls for the College to ensure adequate resources through effective enrollment management; additional grants, partnerships, and fundraising; expanded scholarship support; development of an alumni network; and by informing and educating State policy makers and community members about the College and its need for their support.

To that end, the College has established an Enrollment Management Team whose efforts are expected to impact enrollment numbers. In the fall of 2007, it hired a full-time Alumni/Retention/Recruiting Specialist. The President has become very involved in community outreach and the Public Relations Officer continues to promote the College. The CCSNH is preparing an extensive advertising campaign for the spring and summer of 2008 that will announce the change from a Regional Community College to the Community College System of New Hampshire and the name changes for all of the colleges. This will heighten the awareness of and enhance the image of the College in the Lakes Region and state-wide. Based on these efforts and the increase of 15% in credits sold in the fall of 2007, which was the highest increase in the CCSNH, and an increase of almost 10% in FTE's for the year, the College feels it is in a good position for continuing growth.



## FINANCIAL RESOURCES: Standard Nine

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Another increase in enrollments may be expected from the new [Connections](#) initiative from the University System of New Hampshire, which will re-direct students who are not accepted at the University of New Hampshire, Plymouth State University, or Keene State College to the CCSNH college of their choice. Upon successful completion of specific criteria, including taking required classes and achieving a minimum grade point average, these students may enter the college to which they originally applied without reapplying or paying new admissions fees.

The new system of [College Reporting](#) includes an enrollment report that will help the College track enrollment trends for both full-time-equivalent students and headcount. Ten-year trends will be examined. Financial aid and scholarships will also be reported and tracked.

As the College looks to the future, it is actively seeking alternative sources of revenue. Although the College does not have its own grant writer, it has succeeded in attracting several small to moderately-sized grants and has applied for major funding from the National Science Foundation and \$400,000 in Federal Set-Asides to support the Energy Services Program. It is also looking to the Center for Workforce Development as a potential source of additional revenue. After several years of vacancy, the Director's position has been filled, and the College is anticipating that the ability to provide customized business training will be well-received in the community.

The self-governance legislation of July, 2007, will further streamline capital expenditures. As a State agency, capital projects of the Community College System were administered through one office that controls the contracts for the capital projects of all agencies, and, consequently, College projects were subject to frustrating delays. As a self-governing entity, CCSNH will no longer be subject to this process. Once the overall capital budget has legislative approval, CCSNH will have direct control over construction and renovation projects. This will make it easier for the College to align resource allocation with the Strategic Plan.

Although the service contracts were revised under self-governance, purchasing guidelines were not. Purchase Orders are required for all non-contract purchases, creating a great deal of paperwork that could be eliminated if guidelines similar to those for service contracts were established for purchases.

The new Equipment Budget Process not only presents a plan for conservative spending, but the added benefit of imposing a clear timetable will give the Leadership Team time to prioritize spending. Previously, requests were considered partially on a first-come, first-served basis. With definite due dates in place, all requests will be considered in the same time frame and the College will be better able to prioritize needs.

While non-financial aid audits conducted by the System Office have not been performed on a regular basis due to scheduling difficulties, the System has added an additional audit position, which will be very helpful in placing the College on a regular audit schedule.

Although the transition process has been difficult and time consuming, once it is fully in place, Banner Finance will make the budget process more transparent, as well as reduce paperwork through online data entry, and a purchasing system with online approvals and receiving and inventory functions. Future budgets will be able to be loaded into future years, without manually keying everything each year, saving the System Office and colleges many hours in labor. Tracking revenue and expenses will be easier, so trends will be more evident and easier to report.

College budgets have historically been prepared only for supply funds, but with the implementation of Banner Finance, the College should be able to see all expenses for each area, including equipment and staff development, which will assist in better planning in the years ahead.



## FINANCIAL RESOURCES: Standard Nine

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### **Institutional Effectiveness:**

Control over the finances of the College is primarily driven by the policies and procedures of the Community College System of New Hampshire, the Board of Trustees, and the laws of the State of New Hampshire. This oversight both protects the financial position and restricts the financial flexibility of LRCC. The College closely examines the revenue side of its income statement with a focus on increasing enrollments. To that end, it has appointed an Enrollment Management Team, is tracking enrollment trends through the College reporting system, and is looking closely at enrollment issues through the College Coordinating Council's analysis of the progress that is made in meeting the goals of the Strategic Plan. All of these efforts will inform future enrollment initiatives and improve the revenue of the College. On the expenditure side, Banner Finance will allow the College to better track expenses and identify and respond to developing trends. The Equipment Budget Process is a mechanism that allows the College to prioritize purchases more effectively and to evaluate fiscal condition mid-year before committing to a final round of equipment acquisitions. The Strategic Plan gives strong guidance in aligning resources with approved College initiatives. Regular review of the progress made in meeting stated goals enables the College to use resources to move forward effectively.



## PUBLIC DISCLOSURE: Standard Ten

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### Description

Lakes Region Community College (LRCC) uses a variety of means to communicate information about the College to the community. Publications, such as catalogs, handbooks, and course listings prepared by the College are accurate, up-to-date, and distributed on a timely basis. The College is attentive to its website, making sure that the information presented there is thorough and correct. The College is diligent in public relations efforts, using a variety of media outlets as well as community outreach to advance its standing in the Lakes Region. It is also active in promoting programs to prospective students and is particularly active in reaching out to area high schools.

The [College Catalog](#) is a student-centered presentation of a wide variety of information. The first section focuses on the mission, requirements, policies, and procedures as they relate to admissions, tuition and fees, the total cost of a student's education, the typical length of study, financial aid, academics, student services, student activities, student conduct, student rights, and articulation agreements (pp. 4 – 28). Because LRCC is a commuter college, costs of room and board vary greatly from student-to-student and are not reflected in the catalog. The second section includes program descriptions, requirements, outcomes, profiles for associate degrees and certificates, and course descriptions (pp. 29 – 90). The Catalog also includes a listing of the members of the Community College System of New Hampshire (CCSNH) Board of Trustees, Chancellor and Vice Chancellor and a directory of all College personnel (p. 90). The College directory indicates departmental or support services affiliation. Distinctions are made between full-time and adjunct faculty. The degrees held and the institutions granting them are listed for both faculty and staff.

Information on of the size and characteristics of the student-body, the campus setting, and retention and graduation rates is published in the College Catalog (pp. 5 - 6) and is also available through the National Center for Educational Statistics website, Integrated Postsecondary Education Data System (IPEDS).

The College Catalog is updated annually with input from all departments and program lead instructors. The Academic VP and the Student Services VP review all changes, additions, and deletions. College programs, services, and personnel information are kept current. Courses are removed from the catalog if they are not being offered in the catalog year and have not been taught in the previous two years. The Catalog is available in hard copy as well as on the website, which includes catalogs that date to 2004-2005. Older editions are available in the Registrar's Office, the Office of the Academic VP, and the Library. Many faculty keep older editions of the catalog available for advising purposes.

The [Student Handbook](#) is also updated annually. Like the College Catalog, the Handbook includes the mission statement, academic information, student information, information on student services and activities, and safety and security policies. In addition, it includes information on the sexual harassment policy, on community services and resources, and on student rights. The Student Handbook also contains photographs and a directory of College personnel (p. 2 – 5). A hard copy is distributed to students in classes.

Each semester, the College distributes [course schedules](#) throughout the region. Direct mailings are sent to all Lakes Region and select central New Hampshire residents. The publication includes all course offerings, including those available online and as hybrid offerings, and those being taught at the Franklin Academic Center.

In the spring of 2005, a part-time Website Coordinator was hired to maintain and improve the College's website. After years of upgrades and improvements to the existing format, a new [website](#) was launched in April, 2008. The website is now a comprehensive presentation of information about the College from which prospective students, current students, and the public can draw knowledgeable conclusions about

## PUBLIC DISCLOSURE: Standard Ten

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programs of study, college resources, and campus life. Contact information is easily accessible and links for requests for information are available. Publications, such as the College Catalog and Student Handbook, are published on the website in Portable Document Format (PDF). Current College events are posted on the homepage. Links are provided to information on academics, admissions, athletics, the academic calendar, the library, and campus news. Navigational tools make it easy for prospective and current students to focus on the information that is relevant to their specific needs.

[The Community College System's website](#) may be accessed directly from the [College's home page](#). The System's website contains helpful information on admissions, financial aid, programs of study, and business and industry training offered throughout the System. A section is set-aside for upcoming events at the individual colleges. It offers resources for online learners and instructors. Information on the CCSNH Board of Trustees, including the name and principal affiliations of the members, the mission, policies, minutes of meetings, and contact information is also included on the System website.

While the College is actively improving and promoting the website, it also turns to more traditional and direct ways of communicating information to students. Student Senate sponsored events, Honor Society activities, Bennett Library Club events, the Prescott Hill Authors Society meetings, athletic events and other activities of interest to students are posted on the [Events Calendar](#) section of the website, but notices can also be found in both buildings, on bulletin boards, and on the marquee.

Information on the academic and support services that are available through the [Teaching, Learning, and Career Center](#) and the [Bennett Library](#) is posted online and in the Student Handbook (p. 25) and College Catalog (p.17). Handouts, brochures, newsletters, and [bulletin boards](#) are also used to advertise the study skills workshops, tutoring, and disabilities services available from the Teaching, Learning, and Career Center. Sessions for new students and faculty, as well as on-demand classroom presentations, orient participants to the information and research resources and support services available from Bennett Library.

In an effort to promote the College to the Lakes Region Community, LRCC benefits from multiple media outlets that are willing to publish information concerning events. The Athletic Director, the Receptionist, and the Public Information Officer send out more than 100 news releases annually. News and advertising materials consistently recognize the achievements of students, athletes, graduates, and faculty. President's Lists and Vice President's Lists status are published each semester, and Phi Theta Kappa International Honor Society membership is acknowledged in local newspapers. [News releases](#) are available on the College's website.

[College advertising](#) campaigns run on radio and in newspapers prior to fall and spring semesters. Television exposure has recently been added to the overall media mix, with advertisements being aired on WMUR, the only major network affiliate in New Hampshire, and the Lakes Region Cable Stations.

In conjunction with the transformation of the Regional Community Technical College System into the Community College System of New Hampshire and the subsequent name changes of all colleges, the System engaged the services of a professional advertising firm, NL Partners, to run an extensive advertising campaign in the late spring and summer of 2008. The new marketing initiative presents a coordinated message to promote the CCSNH statewide and clearly demonstrate the benefits of a Community College education, such as affordability, access, flexibility, transferability, student support, and the availability of career, technical, and general studies options. Subsequent College-specific advertising will build on the heightened awareness.

The large marquee, located in front of the school on the heavily travelled State Highway 106, also known as Belmont Road, is a most simple, yet effective, advertising medium. The information on the marquee is

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often used to reinforce other ad campaigns with messages coordinated with currently running television, radio, and newspaper advertising. It is also used to inform the community about school activities and community events.

The College participates in community events as a way to promote its presence in the Lakes Region. It takes part in the Multicultural Market Days held in Laconia, Gilford's and Belmont's Old Home Days, the Belknap County Citizens Commission on Children and Families Annual Event, the Chamber of Commerce Business Expo, and the Women's Expo in Laconia with booths promoting various College programs. Other venues have offered opportunities for promoting specific programs. For example, automotive instructors attend auto fairs and events and graphics instructors attend recruiting activities and fairs. The College has also represented the CCSNH with a booth at certain concerts at Meadowbrook U.S. Cellular Pavilion.

In October, 2007, the College hosted its first "Autumn on the Hill," a fall open house. It is estimated that almost 400 members of the community came into the College to see program demonstrations and exhibits, tour the buildings, gather with alumni, and enjoy refreshments prepared by the Culinary Arts students. Individual programs also host open houses throughout the year.

High school visitations raise awareness of the College and programs among potential students. Each year the Admissions Office staff undertakes a comprehensive visitation schedule, primarily with the schools' guidance counselors, providing them with updated materials pertaining to new programs and activities. The College also participates in regional college fair programs, which serve as a forum for high school students and their parents to obtain information about Lakes Region Community College.

The presence of the Running Start coordinators and Running Start faculty partners in area high schools brings attention to the College. A day is set-aside every spring when Running Start students are invited to sit in on college classes. Other high school visits to the College are arranged by the Admissions Office or by academic departments.

In addition to meeting with counselors and students, admissions personnel also arrange presentations to various high school classes in which students are studying programs similar to those offered at the College, such as Culinary Arts and Automotive Technology. This provides an opportunity to meet with students who are predisposed to having an interest in LRCC based on their career interests. Each of these outreach efforts also allows for the distribution of the View Book, the primary marketing information brochure, and the College Catalog.

Financial data for the CCSNH, as well as individual colleges, can be found on the state-maintained website, "[SunSpot](#)," under agency 058, "Regional Comm Tech College" Interested parties may also contact the College's Chief Financial Officer for the most recent financial statements.

Goals for students' education are expressed in the College's Mission Statement and the Student Services Mission Statement. The [College Mission Statement](#) is published on the website. Both statements can be found in the Student Handbook, (pp. 1 and 26, respectively) and in the College Catalog (pp. 1 and 4, respectively). The Mission Statement is posted throughout the College.

General learning outcomes are published throughout the College Catalog. Program outcomes are reviewed and updated by departments and advisory committees on a regular basis and specific course outcomes are listed in [syllabi](#) for all courses. The College's Assessment Committee coordinates documentation of program outcomes on a regular basis. Documentation is available in the office of Academic Affairs and in each [program section](#) on the website.

## PUBLIC DISCLOSURE: Standard Ten

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Lakes Region Community College is accredited by the New England Association of Schools and Colleges (NEASC), Commission on Institutions of Higher Education, a non-governmental, nationally-recognized organization. Explicit information about LRCC's accreditation status is prominently displayed in the College Catalog (p. 5). The NEASC site is accessible directly from the [College's website](#).

In accordance with CIHE requirements, LRCC publishes notice of NEASC Accreditation reviews and invites the public to comment in advance of the accreditation visit.

### Appraisal

All publications are reviewed annually with the goal of ensuring that they are complete and current. Every office and academic program has the opportunity and responsibility to review the catalog each year for changes before it is published.

The process of separating the Catalog into Student Services and Academic sections results in a comprehensive and accurate presentation in each of these areas. The information is well-organized and easy to navigate. The Catalog is readily accessible to students, either in hard copy or online. The information in the Catalog is both current and accurate. The College honors the requirements printed in the catalog that was in effect when the student matriculated. As long as the student does not lose matriculated status, the College will provide the courses or reasonable substitutions that fulfill the requirements in that catalog.

While the information in the Student Handbook is accurate, the presentation of the material is outdated and awkward to use. The handbook is readily available in both hard copy and online.

Significant strides have been made with regard to enhancing public access to information about the College through the website. Major improvements have occurred as a result of the dedication and diligent effort of the part-time Webmaster. With the launching of the new website, information is far more complete, organized, and up-to-date. The College is now proud to direct students, prospective students, and the public to the website. Although greatly improved, the website remains a work in progress. The Webmaster is very responsive to requests for changes and is prompt in posting time-sensitive material.

Learning and program outcomes are well documented in the Catalog as well as on the website. The Assessment Committee, in coordination with the Academic Affairs Office, department chairs, and lead instructors have identified the presence of, and assessment of, a core of competencies that define the outcomes in each program.

[News releases](#) are frequent and distributed in an effective manner to media outlets, most often in an electronic format. The sheer number of pieces sent out annually is impressive, and news coverage throughout the state occurs on a regular basis. The Athletic Director, Receptionist, and Public Information Officer are committed to obtaining positive "press" for the College and are adept at identifying areas of interest to the public.

Good use of advertising has long been an effective tool for the College. Consistency is a long-term strength with well-coordinated messages being delivered across all of the six advertising media that are utilized: TV, radio, newspapers, direct mailing, the marquee, and the website. There remains room for improvement, however. Strides into television are exciting and will likely improve communication of offerings further in the future.

The advertising campaign for the summer of 2008 gives the College a welcomed forum to launch its new name and to promote its significance to the community. It allows for more effective use of advertising



## PUBLIC DISCLOSURE: Standard Ten

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dollars through negotiated statewide rates and the reduction of the confusion brought on by the marketing overlap that now exists among the seven colleges.

The College's Admissions staff is extremely effective and dedicated to excellence. They consistently display a desire to make each potential student comfortable at the College and to feel that he or she has made a wise choice in coming to LRCC. A long-term high school guidance counselor recently made a presentation to the Enrollment Management Committee and highly praised the efforts of the Admissions staff. The personable nature of the small college atmosphere is recognized as one of the College's main strengths.

A new Chief Financial Officer at the College has improved access to recent financial statements and has enhanced the communication of financial information to multiple constituencies, allowing for more readily available access.

Information on academic and support services available through the [Teaching, Learning, and Career Center](#) (TLC Center) and the [Bennett Library](#) is widely available. Comprehensive information is given out and well-publicized by the personnel in the TLC Center and Bennett Library. Creative [bulletin boards](#), which are edited on a regular basis, elicit attention and promote interest. Library personnel are attentive to the availability of information for students.

"Autumn on the Hill" was viewed as a successful public relations event for the College. Anecdotal feedback from attendees and participants was overwhelmingly positive. It also offered faculty and staff an opportunity to work creatively to showcase programs and activities to the attendees. Many program faculty held demonstrations of typical coursework or set up tables with information about the programs.

### **Projection**

The College Catalog will continue to be published in the present format and will remain a thorough, current, and authoritative source of information for students. However, since the printed catalog is used less than the online version, the College is considering changing to a two-year catalog.

A new format for the Student Handbook will be ready for the 2008-2009 edition. The Handbook will be completely reorganized with the goal of making it more user-friendly. It will contain more complete and useful information as well as a daily planner and calendar.

The website will continue to provide information that will allow students and prospective students to make informed decisions about their education. The Webmaster, who was working in the Library, has been re-assigned to the Office of the Academic VP. From this position, she will have more first-hand access to information that will directly impact the website, so updates will be made on a very timely basis, and there will be consistency between electronic and print publications.

The Community College System of NH has hired a Webmaster to coordinate consistency among the seven college websites. This should prove to be helpful to each college in improving overall website communication. The College is considering the need for a full-time web manager.

The College is very optimistic about the impact that a new name and state-wide coordinated marketing campaign will have on its position as a respected educational option in the Lakes Region. The new campaign will expand the television audience to include not only cable stations in the Lakes Region but also Comcast stations in Plymouth, NH and Time Warner stations in Conway, NH.

## PUBLIC DISCLOSURE: Standard Ten

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The College plans to purchase two large-screen, digital display boards, one for each building, to inform students of events and other important dates, such as financial aid and scholarship deadlines.

The current administration is committed to expanding outreach through publicity and marketing. The College [Strategic Plan](#) calls for the College to have an “increase in marketing and advertising to reach a wider population and new populations,” to “track and regularly publicize attainment of degrees and certificates and other measures of student success,” to “enhance the website to improve information and deliver additional services for students,” to “increase regular college visits to and communication with feeder high schools,” to “regularly sponsor events that bring high school students, faculty, and counselors to campus,” and to “increase marketing of the transfer options to local high schools and to parents.”

The President also plans to make public the results of the new [College Reporting](#) initiative, by posting reports on enrollment, capacity, retention, persistence, success, basic skills enrollment, degree and certificates earned, transfers to four-year institutions, employment, and financial aid and scholarships on the College website.

The College is anticipating additional open houses and plans to host another “Autumn on the Hill” event to celebrate the change in the College’s name, which coincides with its 40<sup>th</sup> Anniversary. “Autumn on the Hill” will be a recurring annual event.

Invitations and instructions for third party comment will be published in the Laconia Evening Citizen, the Laconia Sun, and on the website during the week of September 28, 2008.

### **Institutional Effectiveness:**

The College Catalog and the Student Handbook, the College’s two most authoritative publications, are widely reviewed on an annual basis. Instructors are required by the Academic VP to review program sections of the catalog and submit changes to his office. Other sections are also reviewed annually. All changes are thoroughly reviewed by Academic Office personnel to ensure that the catalog is an accurate, clear, and current representation of the College’s policies, procedures, services, and programs. The Student Services VP requests a review of the Student Handbook by faculty and staff and compiles updates, suggestions, and corrections. As a result of this effort, the Student Handbook is being completely redesigned and greatly improved for 2008-2009. An assessment of the old website resulted in a major effort to design a completely new website, which was launched in April, 2008. The new site was thoroughly reviewed for accuracy and completeness before going live. Still, the Webmaster will be diligent in efforts to continually evaluate its contents and improve the presentation of information.

# INTEGRITY: Standard Eleven

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## Description

Lakes Region Community College adheres to high ethical standards dictated not only by a strong desire to serve its community honorably and to fulfill its mission with integrity but also by the values of the many outside constituencies to whom it is responsible, whether by statute or by choice.

As with all colleges of the Community College System of New Hampshire (CCSNH), Lakes Region Community College (LRCC) receives its authority from the State of New Hampshire Revised Statutes Annotated (RSA) [188-F](#), which authorizes the Colleges “to grant and confer in the name of the colleges all such degrees, literary titles, honors, and distinctions as other community colleges may of right do” (RSA 188 - F1). In addition to granting the College the authority to operate, the RSA (RSA 188-F 3, 11) also recognizes the need for legislative oversight in the activities of the colleges in the CCSNH. It allows for the exercising of that responsibility through consideration of both proposed legislation pertaining to the CCSNH and annual reports submitted by the CCSNH to the chairs of the House and Senate Education Committees, the Speaker of the House and the President of the Senate, the Governor, the Clerks of the House and Senate, the State Library, and the House and Senate Finance Committees. Additional direction comes to the College from the CCSNH Office.

While implementing means of oversight, in RSA 188-F 3, “The general court also recognizes the need to protect the institutions of the Community College System of New Hampshire from inappropriate external influence which might threaten the academic freedom of faculty members or otherwise inhibit the pursuit of academic excellence. To this end, the general court has delegated broad authority to the Board of Trustees who shall be responsible for managing the Community College System of New Hampshire in a manner which promotes academic excellence and serves the educational needs of the people of New Hampshire.” In the Academic Section of the CCSNH Board of Trustees Policy Manual, Section 690 (p. 5), the Board of Trustees subscribes to the “[Statement of Academic Freedom](#)” as set forth by the American Association of University Professors.

In an information packet provided to new members of the CCSNH Board of Trustees, the “Expectations of Board Members” are clearly outlined and include the expectations that Board Members “govern with openness and integrity,” that they: “insist on openness on all matters that come before the Board;” “avoid any impropriety or conflict of interest that could injure the System’s standing in the community;” “encourage open and honest debate and treat all colleagues with civility and respect;” “hold management and fellow Board members accountable for meeting their respective responsibilities to the CCSNH;” “respect the confidentiality of information received by Board members;” and “comply with the requirements for the ethical behavior of Board Members as defined in New Hampshire Statutes.”

The Chancellor is expected to manage the affairs of the System with “care and integrity.” In the Chancellor’s job description, “An individual with high ethical standards” is the first item on the list of desired characteristics ([Board of Trustees Policy Manual](#), Section 231, pp. 3 and 6).

Other external guidance comes from the College and Program Advisory Committees. The College Advisory Committee is comprised of representatives from the economic, educational, and service interests of the area, as well as a current Lakes Region Community College student. This Committee advises the President on the operation and development of the College. The operation of every academic program is subject to the scrutiny of curriculum-specific advisory boards whose members come from relevant community organizations and whose direction guarantees that each program remains current.

## INTEGRITY: Standard Eleven

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The College chooses to continue to seek accreditation through the New England Association of Schools and Colleges, Inc. It has done so successfully since 1974. Effective April 9, 2003, the College earned accreditation with the Commission on Institutions of Higher Education.

The College has opted to affiliate with several professional organizations that help to verify its institutional integrity: The New England Association of Schools and Colleges, The New England Association for College Admission Counseling, The National Association for College Admission Counseling, The New England Association of Collegiate Registrars and Admissions Officers, The American Association of Community Colleges, The New Hampshire Association of Financial Aid Administrators, The Eastern Association of Student Financial Aid Administrators, and The National Association of Student Financial Aid Administrators.

Many individual degree programs, such as Automotive, Computer Technologies, Early Childhood, Electrical, Marine, and Nursing, have availed themselves of the opportunity to be accredited, certified, or monitored by various agencies outside the College.

Internally, the College has made many formal statements that speak to its desire and intention to operate ethically and with integrity in dealing with students, employees, and community.

- It has adopted the “[Code of Ethics of the Education Profession](#)” from the National Education Association and the “[Statement of Academic Freedom](#)” from the American Association of University Professors. Both are published in the [Faculty/Staff Handbook](#) (pp. 48 - 50).
- The College Academic Honesty Policy is outlined in the Faculty/Staff Handbook (pp. 51- 54). It includes a statement of non-tolerance, appropriate faculty responses to violations, ways to prevent and recognize cheating, the College’s acceptable computer use policy, copyright guidelines, and netiquette guidelines. The policy is also published in the [College Catalog](#) (p. 20) and the [Student Handbook](#) (p. 7).
- Students are guided by a “Student Code of Conduct,” published in the College Catalog (p. 23) as well as “Conduct and General Regulations” and “General Conduct” which are both published in the Student Handbook (pp. 20 and 34 - 35).
- The Student Handbook also covers the “Campus Sex Crimes Prevention Act,” and the College policy on student hazing (p. 38), and “Student Rights” which includes Family Educational Rights and the Privacy Act of 1974, appropriate classroom conduct, student freedom when off-campus, student freedom of association, student freedom of inquiry and expression, and directions to accessing the College Judicial System (pp. 43- 46).
- The CCSNH approved a comprehensive [Student Judicial Policy](#) in April, 2007. The policy covers the System Philosophy, Student Code of Conduct, sanctions, disciplinary proceedings, and student rights. The College publishes the policy on the new College website.
- The [Academic Affairs Notice](#), which is attached to every syllabus and distributed in every class, contains a section on “Classroom Etiquette” and one on the College “Plagiarism/Cheating Policy.”
- Students in all computer classes, all newly-hired faculty and staff, and members of the community who use the Bennett Library computers must sign a copy of the College [Acceptable Computer Use](#), policy, indicating that they “understand the policy and will adhere to the requirements as outlined.” The form is available on the College website, is distributed to students and new-hires, and is in the Faculty/Staff Handbook (pp. 28-29, 55).
- Copyright laws are posted by the copier dedicated to faculty and staff use and the one in the library available for student use.

## INTEGRITY: Standard Eleven

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The State, the System, and the College all take a strong position in issues of a fair resolution of grievances, as well as discrimination and equity issues in dealing with students and employees. The [State of New Hampshire Rules of the Division of Personnel](#), part Per 202, addresses the procedures required in the settlement of disputes. The State Employees' Association of New Hampshire [Collective Bargaining Agreement](#), Section 14, outlines the grievance procedures available to State employees. [The Board of Trustees Policy Manual, Section 352.2](#), delegates to the Chancellor, in consultation with the Board of Trustees Personnel Committee, the authority to direct the handling of grievances. Non-discrimination is addressed in [Article VII of the By-Laws](#), "The CCSNH shall not discriminate on the basis of race, color, creed, sex, age, national origin, handicap, or sexual orientation in the recruitment or admission of students, the recruitment or employment of faculty and staff, and the operation of any of its programs and activities and shall maintain rules and regulations to implement this policy." [Sections 361 and 362 of the Board of Trustees Policy Manual](#) (p. 6), further addresses employment policies and practices as they relate to non-discrimination and cites compliance with the following laws: Title VI and VII of the Civil Rights Act of 1964, The Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1975, Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and NH Law Against Discrimination (RSA 354-A).

The Faculty/Staff Handbook clearly outlines faculty and staff grievance procedures. It also defines sexual harassment (p. 89). The College publishes its "Notice of Non-Discrimination" in the Faculty/Staff Handbook (p. 10), the College Catalog (p. 5), the Student Handbook (p. 32), and in the Academic Affairs Notice. It also appears on the [College Application for Admission](#).

Step-by-step outlines for the grievance procedures available to students for policy, regulation and/or procedure problems, discrimination, and concerns regarding teaching faculty are found on the back inside cover of the Student Handbook. Procedures specific to grievances regarding discrimination or harassment are outlined in the Academic Affairs Notice, the College Catalog (p. 5), and the Student Handbook (p. 32). The student procedure for appealing a grade is outlined in the College Catalog (p. 23) and the Student Handbook (p. 9). The procedure for appealing a decision on academic status made by the Academic Standing Committee is found in the College Catalog (p. 22).

In addition, the [Faculty Performance Evaluation Form](#) includes a section on equity and impartiality, holding the faculty member accountable for demonstrating "consistency and fairness in the exercise of authority associated with the teacher-student relationship and in the resolution of problems."

As the College endeavors to model integrity, it also ensures that issues surrounding ethical behavior and cultural diversity are woven into the academic experience. Among the list of "[core competencies](#)," adopted by LRCC as a standard by which all degree programs at the College are evaluated, are Human Relationship Skills and Global Perspective. The former includes demonstrating integrity, responsibility, perseverance, and a tolerance of ambiguity through the acquisition of knowledge and skills for leadership and team work. Graduates are expected to identify personal and professional ethical standards both stated and implied, analyze ethical and moral issues, and demonstrate observing the rules and standards appropriate to the environment. The latter addresses Global Perspective, and includes exploring diverse ideas and emotions, as expressed through disciplines and fields of study. Graduates are expected to demonstrate an awareness of the effects that cultural differences have on world and personal perspectives, the development of cultural institutions and values, current events and social issues, and to discuss the changing position of the United States and other nations. In this way, LRCC is not only performing in a way that demonstrates high ethical standards and an acceptance of diversity, it is ensuring that students are exposed to these ideals in a classroom setting where they can be openly explored and discussed.

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While LRCC cannot claim to have an ethnically diverse population, the 2006 U. S. Census Bureau for the three counties that lie within the service area of LRCC, Belknap, Grafton, and Carroll indicates that ethnic distribution of LRCC students mirrors that of the surrounding communities:

	Belknap, Carroll, and Grafton Counties Combined 2006 US Census		Lakes Region Community College Fall 2006		Lakes Region Community College Fall 2007	
	population	% of population	population	% of population	population	% of population
White	188,348	96.9	983	99.4	1089	99.1
Black	939	.5	2	.2	1	.1
American Indian & Native Alaskan	583	.3	1	.1	3	.3
Asian/Pacific Islander	2484	1.3	3	.3	3	.3
Hispanic/Latino	2067	1.0	2	0	2	.2
Total Population	194,371	100.0	991	100.0	1098	100.0

The College offers students opportunities to explore issues that surround diversity and the richness of other cultures. International Week, sponsored by the Bennett Library Club and the Student Senate since 2003, is held every spring to celebrate diversity and to educate the College and the community about other cultures. Presentations are made throughout the week with guest speakers from both inside and outside the College. Recent presentations have included programs on Cuba, Peru, Russia, Bosnia, the Philippines, African drumming, and a photographic presentation of an African safari. During Women's History Month, the Library presented a display celebrating events in Women's History from around the world and a large bulletin board display, "Be Who You Want to Be," highlighting gender diversity in various occupations.

Recognizing that diversity comes in many forms, the College seeks to address the needs of students who in one way or another are outside of a perceived "norm." A part-time position was created in the fall of 2007 to support students in programs that are not traditional for their gender, such as female students in the electrical or marine programs, or male students in the early childhood or nursing program. The Non-Traditional Coordinator is promoting these opportunities as well as supporting and mentoring students already enrolled in non-traditional programs. Additionally, the [Teaching, Learning, and Career Center](#) offers extensive services to students with diverse learning needs.

The College provides for appropriate policies and procedures to protect the privacy rights of the students. Students are informed of their privacy rights in the College Catalog (p. 25) as well as the Student Handbook (p. 43). They are also covered in the Faculty/Staff Handbook (p. 14), and faculty and staff receive training and updates on these regulations at the beginning of each academic year. According to System and Federal policy, the College maintains all student records in accordance with the Family Education Rights and Privacy Act of 1974 and keeps those records in fire resistant file cabinets that the Registrar maintains. The College keeps all other records of student activities in locked filing cabinets or locked offices, consistent with reasonable security measures. No access to or release of any personally identifiable student records or files is allowed without prior written consent of the student except to:

1. College officials and faculty directly involved in a legitimate educational matter with the student.
2. Authorized Federal and State offices as identified in the Family Education Rights and Privacy Act of 1974.



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3. Appropriate persons in connection with an emergency when necessary to protect the health or safety of any person.

There are several forums in which issues of integrity may be raised and openly considered. The College Leadership Team, consisting of the President, Vice Presidents, and Chief Financial Officer, meets bi-weekly. The College Coordinating Council, an elected representative body of the faculty and staff, which also allows for membership by a student representative, meets monthly. The Academic VP meets with department chairs monthly, and they, in turn, meet with their department members. Attendees of these meetings are invited to raise issues of concern. The Student Senate meets weekly with faculty advisors and the Student Services VP. Students are invited to use these meetings to voice their concerns. The Faculty Senate, although it is not currently meeting on a regular basis, has a history of assembling when the faculty, as a group, wishes to address a matter. Faculty/Staff meetings, held at least two times a year, provide an additional forum. The “Open-Door” policy allows the College community ongoing access to administrators who are available and willing to listen.

In addition, the College also ensures College-wide participation in governance by providing a wide range of [College Standing Committees](#) whose membership is open to faculty and staff, as appropriate. Every member of the faculty and staff serves on at least one standing committee. Many serve on several.

### Appraisal

LRCC is subject to oversight on many levels. The State Legislature, the CCSNH Board of Trustees, CCSNH System Office, the College Advisory Committee, and the Program Advisory Committees all have a voice in the operations of the College. Being held accountable to the community it serves, enhances the integrity of the College.

LRCC is also subject to review by many accrediting and monitoring agencies. Professional accreditation, whether through the New England Association of Schools and Colleges for the College as a whole or through an agency specific to a program, function, or office, serves to ensure institutional integrity. By earning accreditation, the College is demonstrating that it adheres to the principles and guidelines of the accrediting agency, meets the standards for excellence set by that agency, and gives reasonable evidence that it will continue to do so in the future. Additionally, professional accreditation places the College in the company of similar institutions that have made a commitment to uphold widely accepted standards for excellence. Thus, membership under an accrediting umbrella implies that the College’s rules, regulations, policies, and procedures conform to accepted and expected norms for an institution of higher education, thereby pointing to the integrity of the College.

Similarly, approval by non-accrediting agencies that monitor the activities of specific College programs demonstrates that the program has been held accountable for meeting specific standards that represent a high level of performance and integrity.

Compliance with the previous recommendations of accrediting and other outside agencies demonstrates the College’s commitment to maintaining high standards and continued improvement.

Adherence to a nationally-recognized statement on academic freedom and the code of ethics holds LRCC to a standard of excellence widely accepted by the educational community.

LRCC makes substantial efforts to inform administration, faculty, staff, and students of their rights, as well as their responsibilities, in maintaining the integrity of the College. The launching of a new

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website in the spring of 2008 has allowed for additional exposure to College policies and furthers that effort.

The College Coordinating Council ensures that all faculty and staff have a voice in governance through their elected representatives. Throughout the year, two-way communication between administrators and instructors regarding academic issues is accomplished through the monthly department chair meetings and the subsequent department meetings. The increased use of email also serves to keep the College community well-informed so that policies and initiatives can be consistently carried out.

Participation on standing committees is expected of all faculty and staff. Generally, faculty and staff members may select the committees on which they choose to serve. This enhances the productivity of each committee and the overall effectiveness of the College. The exceptions are the Academic Standing Committee and the Curriculum Committee. Both of these committees require a representation from across academic programs and areas of support. It is also a goal of the College to have faculty members gain the experience of working on these two committees. Therefore, faculty membership on these committees is assigned on a rotating basis.

While the College has made great efforts to promote formal mechanisms to ensure communication and participation in College affairs, the single policy that appears to have the largest positive impact on building community within the College is the open-door policy that is implemented by all administrators and widely used by personnel and students. Interaction between administrators and faculty, staff, and students is a regular, ongoing occurrence. In a small college like LRCC, personal contact between the College leadership and the rest of the community is an effective way of doing business and moving the College forward.

The integrity of an institution can be measured by the extent to which it follows the policies and procedures outlined in its documentation. It is therefore expected that all employees of Lakes Region Community College adhere to the policies as outlined in the CCSNH Board of Trustees Policy Manual, the College Catalog, and the Faculty/Staff Handbook. Several mechanisms are in place to ensure the implementation of these policies:

- All members of the College community receive the [Student Handbook](#). It is available online.
- All faculty and staff have access to the Faculty/Staff Handbook. It is available online.
- The CCSNH Board of Trustees Policy Manual is available in the library and in key administrator's offices and on the CCSNH website.
- Faculty/Staff meetings provide a forum that fosters institutional self-examination.
- The [Faculty Performance Evaluation](#), Part IV, Professional Conduct evaluates faculty on their enforcement of standards, asking if the instructor "follows college policies and procedures and maintains appropriate confidentiality pertaining to student records and issues," and on their equity and impartiality, asking if the instructor "demonstrates consistency and fairness in the exercise of authority associated with the teacher-student relationship and in the resolution of problems."
- A judicial system is in place to resolve student disciplinary issues. It is available online.
- An Academic Standing Committee ensures fair treatment of all students when questions arise as to their standing in the College or their academic performance.
- A Curriculum Committee ensures that program and course proposals and changes are academically sound, clear, and fair to students.
- In accordance with State law, all faculty and staff receive sexual harassment training annually.
- The College follows Equal Opportunity Employment policies per state regulation.
- An Equity Committee coordinates periodic dialog on equity issues and investigates complaints.
- The faculty and staff receive updated FERPA information annually.

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While the College tries very hard to represent itself accurately to the community, its minimal research function makes it difficult to provide very complete data on student outcomes and the placement of graduates.

### **Projection**

The newly formed Community College System of New Hampshire, operating under its own Board of Trustees, will move the System and the College away from its previous status as a State agency. The Board is dedicated to maintaining an educational community with high ethical standards and utmost integrity. While the College shares these priorities, direction from the Board of Trustees and the System Office will help it to sustain focus.

The College will continue to seek the counsel of appropriate outside agencies in an effort to keep programs and policies in line with accepted norms and standards of excellence. For example, the President will be looking to the College Advisory Committee for an even higher level of involvement in College initiatives.

As the new website continues to be developed, it will provide easy access to information on policies and procedures for students, faculty and staff. As the first version of the new College Reporting System appears on the website this fall, the community will have much greater access to data that provide an objective view of the College's performance.

The Student Handbook, in which most policies and procedures are currently published, is going to be completely re-designed for the 2008 – 2009 academic year. The new Handbook will be better-organized and user-friendly. It will also contain useful tools for students, such as a College Calendar and plan book, which will encourage students to keep it available.

The Faculty/Staff Handbook was updated and published on the College's new website in spring 2008. This will give faculty and staff easier access to information on policies and procedures outlined in that publication.

The College will continue to review all program content for the inclusion of the core competencies. In the total college experience for each Associate Degree graduate, every competency must be addressed and assessed. Programs will be modified if core competencies are not being included.

The College will continue to fulfill its mission to serve all students seeking a high-quality education by striving to meet the needs of a community with diverse talents and aspirations. The Strategic Plan calls for the College to track and assess trends in numbers of students with disabilities and those enrolled in basic skills courses in order to improve its effectiveness in serving students with disabilities and under-prepared students.

The newly appointed Non-Traditional Coordinator will have a positive impact on attracting students to career choices for which they are well suited and will also be a resource for students already engaged in non-traditional studies to help them persist and succeed.

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### **Institutional Effectiveness:**

Continued compliance with the various accrediting bodies that examine the programs and policies of LRCC on a periodic basis is an external validation of its integrity. As a part of the Community College System of New Hampshire, the College is subject to systematic and episodic review by the System Office, the Board of Trustees, and the legislative bodies of the State of New Hampshire. Locally, the College turns to the College and Program Advisory Committees to regularly monitor its activities and oversee changes in policies and programs. Internally, the College has many mechanisms in place to review policies, procedures, services, and programs with the goal of maintaining them in the highest standard attainable by the College. The College Leadership Team and the College Coordinating Council oversee the College as a whole, with a focus on carrying out the Strategic Plan and fulfilling the College Mission. Other committees have more specific oversight, such as the Curriculum Committee that monitors the academic programs, the Distance Learning Committee that controls the quality of online offerings, the Assessment Team that evaluates the inclusion of the core competencies in each academic program, and the Judicial Committee and Academic Standing Committee that ensure students a forum for appeal. Through these channels, and others, the College exercises purposeful diligence in self-examination as a means to improvement.