



## **NEASC FIFTH YEAR INTERIM REPORT**

**Submitted: January 16, 2014**

**Lakes Region Community College  
379 Belmont Road  
Laconia, NH 03246**

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## INTRODUCTION

In a July 29, 2011 letter addressed to President Scott Kalicki, the New England Association of Schools and Colleges (NEASC) reminded Lakes Region Community College (LRCC) of its obligation to submit a fifth-year interim report by August 15, 2013. The letter also reiterated two areas of special emphasis upon which our interim report should focus, introduced the Educational Effectiveness Interim Report Format, and announced an orientation session for institutions completing fifth-year reports to be held in October, 2012. President Kalicki assigned Thomas Goulette, Vice President of Academic Affairs to lead Lakes Region's efforts in this regard. In preparation for the update of the report, Mr. Goulette attended the October orientation session with English Professor Arthur Deleault. Based on the information and material received at this session, a schedule of activities was developed, resulting in submission of a final report on January 16, 2014.

Among the first tasks was the creation of a Steering Committee which would coordinate the process of creating this report. This Committee was comprised of the following individuals:

Thomas Goulette, VPAA, Project Coordinator  
Karen Kurz, Assistant to the President, Mission and Purpose  
Kathleen Kenney, English Professor, Planning and Evaluation  
Sandra Lavallee, Computer Science Professor, Academic Programs  
Julie Morin, Math Professor, Faculty  
Larissa Baia, VPSA, Students  
Cyndy Davis, Director of Library Services, Library and Information Resources  
Gary Courtney, Fire Science Professor, Physical and Technological Resources  
John Harrington, CFO, Financial Resources  
Max Brown, Business Professor, Public Disclosure  
Wayne Fraser, Admissions Director, Integrity

Each member of the Steering Committee was asked to update their standard from the original report, and subsequently each author returned a draft for inclusion in the report. The data from the different standards were cross referenced with other standards for continuity and accuracy and the final report was vetted by the Committee.

The areas identified for special emphasis were considered by the full Steering Committee. Vice President Goulette collected each section and reviewed these drafts with the Steering Committee, with modifications resulting as appropriate. The College Leadership Team reviewed each section and participated in developing the Planning Section at the end of the report, which will now become a template for action over the next two years.

The section Assessment, Retention, Student Success, including completion of the E- and S-series Student Achievement and Success forms, was completed by the Vice President for Academic Affairs with assistance from faculty and Running Start Coordinator, former Registrar, Kalene Barney.

The Cover Page, this Introduction, and the Institutional Overview were written; the Appendices were collected; and a full and complete document was assembled for final review by President Kalicki prior to submission on September 30, 2013. The complete report will be made available on

the LRCC website. Any questions may be directed to Dr. Scott Kalicki, President, via telephone (603) 524-3207 or email at [skalicki@ccsnh.edu](mailto:skalicki@ccsnh.edu).

## **INSTITUTIONAL OVERVIEW**

Lakes Region Community College (LRCC), founded as New Hampshire Vocational-Technical College in 1967, has an annual headcount averaging 2,200 students, which represents a 20% enrollment growth in the past decade. In 2009-2010, the College experienced a strong enrollment surge of over 10% in FTES, following a 3% increase in 2008-2009. Degree seeking admissions has gone from 971 in 2009 to 1,184 for fall 2012, a 20% increase over that period. Much of the College's growth over this period can be attributed to the ongoing growth of the Liberal Arts program and the focus on transfer programming for students. The College is involved in continuing efforts to expand 2 +2 transfer agreements with colleges such as Plymouth State University, The University of New Hampshire, Southern New Hampshire University, and Rivier College.

Liberal Arts and Fire Technology are still the largest programs at the College, while Culinary Arts is the fastest growing program over the past two years, and a new degree program in Pastry Arts has been added to address student interest and employment opportunities in the baking profession. Enrollments in Nursing remain strong and the College is seeing a significant increase in its Automotive Technology program. The College has introduced new degree programs in Advanced Manufacturing and Electro Mechanical Technology in support of a CCSNH system-wide Department of Labor Grant funded initiative, and classes will begin for the fall 2013 semester. The initial response to this new program has been very strong.

The College sits on a 49 acre campus, over 50% of which is wooded, and is located on the southerly end of the City of Laconia. The original building on campus, named the Turner Building after the College's founding president Robert Turner, has been joined by the addition of a 35,000 square foot classroom/lab building in 2005, named the Center for Art and Technology (CAT). The latest addition to the campus is a new 24,000 sq. ft. addition to the CAT building and has been opened for the fall 2013 semester. The new addition houses classrooms and labs for the College's Nursing and Fire Science programs, along with two Biological Science labs, and new Chemistry and Physics labs. The addition also includes a 144 seat mini-auditorium for college and community gatherings. This new addition offers state-of-the-art Nursing, Fire Science, and Science classrooms and labs that are a tremendous step forward for the College in programming, image, and ability to serve students and the local community.

The College has also received funding to build a new Automotive Technology building to be constructed within the next two years. The New Hampshire Legislature awarded the College \$3.25 million for the design and construction of the building as part of the CCSNH Capital Budget award of \$8 million dollars for the biennium. A campus master planning process will be initiated this fall, which will start by revisiting a 2008 master plan for historical perspective, and will evolve to an updated plan for the placement of the building, expansion of parking, and vision for future campus facilities. This will be an exciting activity for the entire college community.

Besides bricks and mortar, the LRCC community has changed in other ways since the 2008 accreditation visit. The College has a new President, a new Vice President of Student Affairs, and

a new Chief Financial Officer. The change in these positions has offered opportunities for a fresh look at college organization and function, but, the loss of personnel has changed the focus and timetables on planning initiatives and other college functions. Under the leadership and guidance of President Kalicki, a strategic planning initiative, paralleling a system wide initiative, will be undertaken this fall with participation from all segments of the college community.

There have been other changes in the past five years that have had significant impact on the College's day-to-day operation. Originally created as an agency of the state, the New Hampshire Community Technical Colleges were re-chartered as the Community College System of New Hampshire (CCSNH) in 2008. This provided the System Board of Trustees with greater autonomy for the System's operation and would enable the revision of policies and procedures which had impeded the operation of the colleges as institutions of higher education. This legislative act also expanded the mission and motivation to become comprehensive community colleges providing clearer pathways for students to pursue baccalaureate degrees following their programs of study at any CCSNH institution.

Also as a result of this change, a new Mission Statement evolved: "Lakes Region Community College provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree or transfer opportunities. A strong commitment to lifelong learning is reflected in the policies, programs and activities. The College will continue its strong tradition of providing education in the sciences, career and technical programs as well as in the liberal arts. It endeavors to promote economic development through community engagement and workforce development for the region."

As part of reorganizing the mission and vision of the College, it was time for a name change that reflected its expanded mission. After an extensive process of internal and external dialogue it was decided that NH Community Technical College at Laconia would become Lakes Region Community College, and an array of marketing and public relations efforts were launched to inform all constituent groups. The institution's identity and mission continue to expand in the progression to a full service comprehensive community college.

In the years since the 2008 report, Lakes Region Community College has continued to evolve under the leadership of Presidents Edelstein and current President Dr. Scott Kalicki. Due in large part to an increasing interest in transfer track programs such as Liberal Arts, enrollments have grown significantly over the last five years. Concurrently, the College has worked hard to develop and expand the number and nature of articulation agreements with public and private colleges and universities. New career programs contributed to enrollment growth as well, with the College introducing certificate and degree programs in Automotive Technology, Massage Therapy, Culinary Arts, Pastry Arts, Energy, and most recently, Advanced Manufacturing and Electro Mechanical Technology certificate and degree programs.

Despite having a number of years with enrollment growth, economic conditions led to very difficult budgetary realities. The Community College System of New Hampshire and subsequently LRCC's appropriation from the state for the fy2012 – 2013 was reduced by 20%, and state-supported scholarship aid was reduced to next to nothing. In response to this drastic cut, the College was forced to reorganize and make significant reductions in staff, and has all but frozen vacant faculty positions for the past two years. These reductions have had a significant



impact on the ability of the College to meet key accountabilities and initiatives. That being said, the can-do attitude of the faculty and staff is evident in every aspect of the LRCC culture.

Positions lost due to budget cutbacks include;

- Workforce Development Director
- Workforce Development Administrative Assistant
- Part-Time Institutional Researcher
- Evening School Supervisor
- Evening School Secretary
- Two Part-time Maintenance Positions
- Part-Time Cashier
- Part-Time Academic Affairs Secretary

The College reorganized many internal business functions in an effort to maintain and expand its mission and service to students. For the current biannual, state appropriations have been restored to previous levels and as a result three staff positions have been restored.

With recognition that alternative funding sources needed to be nurtured more than ever before, and in an ongoing effort to secure both general and specialized resources, the College has sought and/or secured a number of noteworthy grants. The CCSNH System secured a Department of Labor \$20,000,000 grant to develop and deliver new programming in Advanced Manufacturing. LRCC's portion of the grant is \$970,000. The funds have been used to create degree programs in Advanced Manufacturing and Electro-Mechanical Technology. The programs have been developed in collaboration with a 20 member advisory committee made up of manufacturer representatives throughout the service area.

Samples of Additional Grants	Value
Regional Greenhouse Gas Initiative for energy conservation training	\$256,000
Participation in a Regional Solar Energy Training Collaborative (ARRA Funded)	\$70,000
Carl D. Perkins Grant in support of Career Education (approximately)	\$95,000 per year
Mercury Marine Training Agreement (annual contract approximately)	\$86,000 per year
USDOE FIPSIE Grant Award for our Energy Program	\$176,644.51
USDOE FIPSIE Grant Award for our Energy Program	\$119,639.54
Community Development Block Grant to purchase Nursing Mannequins (approximate value)	\$180,000

The Community College System of New Hampshire and Lakes Region Community College are evolving, responding, and expanding access to higher education throughout the state of New Hampshire. Challenges and opportunities exist, and the College is poised to move forward.

## **RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS**

In its February 24, 2012 letter to President Edelstein, NEASC identified two areas of special emphasis which should receive focus in this Interim Report. The two areas are:

- 1.) Continuing to ensure sufficient financial resources to support its mission.
- 2.) Utilizing the results of assessment and evaluation activities in making improvements to the curriculum;

These two areas are identified and discussed in this section.

### **1. Continuing to ensure sufficient financial resources to support its mission**

As a public institution, securing financial resources is an ongoing challenge. Funding comes from three major sources: state appropriation, tuition and fees, and grants and training contracts. All sources of funding are variable from year to year and the challenge for LRCC and the CCSNH is to continue to advocate for funding, grow enrollments, and research and develop grants and contract training programs in an ongoing effort to expand the funding base.

Both the Community College System of New Hampshire and Lakes Region Community College have reviewed their financial stability models and have worked hard to improve the budget development, presentation, advocacy, management, and fundraising activities in an effort to stabilize financial resources.

The local budget process begins with the development of a biennium operating budget request that is created by a process that involves all campus functions. The budget requests are based on projections of future enrollments, assumptions about tuition revenue and fees, estimates of miscellaneous income from business training and other activities, and an estimated appropriation of funds from the state. Once created, it is passed on to the CCSNH for review and inclusion in the overall system request which is submitted to the legislature for consideration

The legislative process scrutinizes the budget as submitted and considers the proposed appropriation. Eventually, the CCSNH is allocated an appropriation from the state for each of the two years of the biennium. For example, for the current biennium (2011-12, 2012-13) the state appropriation for CCSNH was \$28 million and \$29 million; representing a 20% reduction in funds from the previous year. Once the CCSNH appropriation has been determined, the amount that is to be apportioned to the individual campuses is determined based on the college's percent of the number of enrollments throughout the System. This typically occurs in early June and is about the time that the tuition and fees are established for the coming year by the CCSNH Board of Trustees. Once the total appropriation and tuition and fee structure has been set, the College can move forward with local deliberations regarding equipment, operational, and special project requests.

In an effort to be more transparent and better stewards of the budgets, Lakes Region Community College, in accordance with its strategic plan, implemented a new process in 2009 which was designed to allow department and program Chairs and Supervisors the flexibility to make

decisions that impact their areas directly. Each department budget is distributed electronically and is meant to give all parties accurate information on the status of their budget on a monthly basis. The process is also meant to allow for transparency in how funds are allocated and used to improve institutional effectiveness.” (Lakes Region Community College Budget Process, revised Nov. 2011) A budget calendar has been developed, reflecting this process. It includes dates by which department heads are provided with prior fiscal year and year-to-date spending information, budget requests are to be submitted, and timelines for Leadership Team review and allocation. Training sessions are conducted for all budget managers to educate them as to how to interpret and manage their budgets. Operating budget request forms include two sections, one identifying and requesting funds necessary to maintain level operations, and a second requesting funds for proposed increases in equipment, personnel, or operating expenses.

Concurrently to the department budget process, the College Leadership Team continually reviews revenue projections. Once these are firmly established, operating budgets are considered and allocations are determined. These allocations are sometimes based on the application of across-the-board conditions. For the past four years, programs have started the year with either 50% or 75% of their anticipated operational budget, with additional funding being released once enrollments and revenue estimates are stabilized, typically by week four of the fall and spring semesters.

This process has made budgeting more transparent for managers and department heads, and ongoing training on use of Banner Finance has helped to educate all budget managers. Any questions that arise regarding budget activity or balances are handled in collaboration with administrative supervisors or the CFO.

Capital Projects are handled on a biennium request cycle. Individual colleges identify their needs, similar to the operational process and they are then submitted for review and possible inclusion in the System’s Capital Budget Plan. The CCSNH Board has created an eight year Capital Plan, and that plan determines what initiatives in the upcoming biennium it will fund. Recently, the plan has included a recreation facility at Nashua Community College, an automotive facility at Manchester Community College, and a Health Science Center at Lakes Region Community College. In the current biennium \$24,655,000 has been allocated for capital projects. In line for LRCC in the 2014-2015 biennium is a \$3.25 million project to construct an Automotive Building, with planning starting in the fall of 2013 and construction in the spring 2014. This project will also include planning for the renovation of the space vacated by the Automotive Program to be the new home of the Culinary Arts Program, now housed at historic Canterbury Shaker Village.

LRCC looks to expand resources by improving and expanding programing, with the expectation of enrollment growth and increased revenue. Within the past three years, additional programing in Automotive, Culinary Arts, Pastry Arts, and most recently, Advanced Manufacturing, and Electro Mechanical Technology have been added to the College’s menu, and enrollments have grown in all areas.

LRCC is also expanding its online course offerings. This move addresses a CCSNH goal of expanding access across the state, but also offers exposure to an expanded student base other than the College’s typical geographic service area. Focused course development, faculty recruiting, and expanded online course promotion have led to growth opportunities for the College.



For a small college, LRCC has a rich history of soliciting and securing grant opportunities. Currently, the College has active grants in the fields of Energy Auditor Training, A national initiative in Solar Energy Curriculum Development and delivery, a Carl D. Perkins federal grant, a Community Development Block Grant to purchase high fidelity mannequins for the Nursing Program, Energy Services Infrastructure, and most recently, TAACT Grant funding for Advanced Manufacturing.

Researching and securing grants is a team effort at LRCC. Often, individual faculty members will identify an opportunity and will work with the VPAA in seeking resources or other collaborators to develop an application or proposal. The President collaborated with the local Economic Development Council on the grant that secured the Nursing mannequins. All College Leadership Team members nurture, support, and advocate for any faculty or staff member that is interested in seeking grant funding. The CCSNH had a fulltime person dedicated to assisting campuses with grant development, but that position no longer exists.

While effective on a small scale, the College recognizes that having someone dedicated to grant research and development would be extremely helpful. However, the lack of funding prohibits the creation of a grant writing position at this time.

The College used to have a Workforce Development Training Office dedicated to partnering with local business and industry partners to create and deliver contracted training. The office was closed in the recent budget cut and the function was folded back into the Academic Affairs Office. The College recognizes the opportunities and responsibilities to serve the local training needs, but simply does not have the staff to do it at the level that is needed. Reestablishing this service is a priority once funding has been secured to support the function.

The College also has a rich history of partnership with business and industry that has led to private funding underwriting many of the key programs. Without their financial support, the College simply could not afford to run these nationally recognized programs. For example, relationships, and significant cash and in kind donations, with Mercury Marine Corporation, General Motors, Lakes Region General Healthcare currently exist.

Mercury Corporation provides approximately \$500,000 in equipment; curriculum, faculty training, and an \$80,000 per year contract in support of training efforts in the Marine degree program, and the Mercury Technician Training.

General Motors provides donated vehicles, equipment, curricula, access to online databases, faculty training, and sponsorship of a cooperative education training component, estimated value of \$400,000 per year to the College.

Lakes Region General Healthcare underwrites the Nursing program by paying for faculty positions, funding a unique summer program, and by providing clinical sites for students. The College, in partnership with Lakes Region General Healthcare created a summer program that makes an Anatomy and Physiology I class available to 20 high school students from the College's service area. The hospital pays for the teacher, the text, and all consumables for the course. They

do so as a health career promotion activity for the best and brightest of Lakes Region high school students.

These are three examples of unique relationships that the College has with its business community that brings resources to the College and it values these relationships and what they allow it to do for students.

Lakes Region Community College will continue to advocate for resources whenever and wherever it can, providing service to students, the community, and the business and industries that its programs serve. Securing financial resources is integral to future growth, success, and stability.

## **2. Utilizing the results of assessment and evaluation activities in making improvements to the curriculum**

Assessment and evaluation happens on a variety of levels, and throughout the experience of a student at LRCC. Every evaluation or assessment is designed to improve the student's experience and knowledge and skills attainment at LRCC.

While the College clearly recognizes that a more formal program of data collection and findings publishing is needed, it values high quality course content and instruction. Assessment of student learning is diverse and in depth. Faculty continually assess student learning through tests, locally developed and nationally normed exams, papers, individual and team projects, clinicals, internships, cooperative education, and capstone projects. Students will receive a variety of assessment modalities during their time at the College.

Data collection and reporting is a topic of discussion at every faculty meeting. During faculty meetings prior to the beginning of the fall and spring semesters, the VPAA engages faculty in a discussion of grade distribution and completion/retention rates. The VPAA gathers and analyzes academic standing data regarding grade distribution, number and percentage of students earning placement on Academic Warning, Mandatory Part Time, or Suspension status, and trends within groups or programs. The purpose of this data sharing is to inform faculty and to nurture dialogue regarding the importance analyzing student progress. As Banner and Cognos reporting tools evolve, it is hoped that distribution of this critical data can be automatic to all college groups.

One area of focus for the 2013 -2014 academic year is the loss of students between the fall and spring semester, and how it may be related to the growing number of student placements in remedial math classes, leading to an assumption that the growth of the at risk population, and their lack of success in completing their Basic Skills Math courses is directly contributing to a growing trend of enrollment losses fall to spring. Participants in this study include the Learning Center, Math faculty, and VPAA. The analysis is scheduled to be completed for mid-Spring 2014. Part of the analysis consists of looking at what a student experiences from the time they take the mandatory Accuplacer assessment.

When a student first enters LRCC, they are asked to take the Accuplacer Assessment in Math, Language, and Computer Competency. This assessment aids the College, usually through faculty advisors, to guide the student into the appropriate level of Math, English, or Computer course. It is critical to have early intervention by either the faculty advisor or Learning Center Staff to explain

the scores to the student in order to guide him/her into the correct Math, English, or Computer class. The results of the Accuplacer help to inform the student as to his/her basic proficiency in these areas and usually better enables Him/her to accept why they need to be placed in a remedial course in one or more of these subject areas.

The College is experiencing a growing number of students who need remedial coursework, mostly in math. For the cohort group that tested between February and September 2012, the results were as follows:

<b>Accuplacer Math Test Results</b>	<b>Number</b>	<b>Percentage</b>
Students that took Math Assessment	574	100%
Students that placed in College Level Math	417	73%
Students that placed in Basic Skills Math	157	27%
Basic Skills Math Completers that took College Math	82	52%
Students Completing College Level Math	61	74%

The growth in the numbers of students placing into Basic Skills remedial course work is growing, and the College faculty and staff is responding to that growth in a variety of ways.

- The Learning Center is trying to work with students immediately upon their being identified as needing placement.
- The Learning Center has expanded tutor services to assist students
- The Learning Center has adopted a variety of computer approaches to support tutoring and concept attainment, including My Math Lab, Ilearn, Thinksmart, and Khan Academy.
- The Learning Center staff aligned the Accuplacer Placement Test to the Plato tutorials thus, allowing students to be tutored in the area of weakness evidenced in their Accuplacer scores. This customization allowed students to improve in their deficit academic areas.
- Extended the hours of the Learning Center to include nights so that both day and evening students are equally accommodated.
- The Learning Center is helping to address “Math Anxiety” by providing customized handouts which successfully desensitize the students to the math process. These have proven very helpful for some students.
- The Math Department has added numerous sections to accommodate the growing demand.
- The Math Department has adopted a computer based math program, ALEX, which individualizes the topics and progression of each student, so they can work at their own pace.
- The College/System has adopted a Continuing Study (CS) grade that allows students that do not finish their coursework within the semester to have extended time to master the skills they need before they retest for possible placement in a College Level Course.

The College clearly recognizes that it must adapt assessment and programming modalities to serve the growing numbers of students in need of remedial support. This analysis is being conducted as a college wide activity.



Students entering the College are assigned a faculty advisor from their major and the advisor assists them in determining the number and titles of particular courses that best fits their program needs and desired timetable for completion of their program. This advising relationship is extremely important for the student, but also serves to inform the faculty member as to the particular strengths, needs, career goals and academic background of the students in their programs. The Advisor also gains firsthand knowledge about any transfer credits that have been awarded. Students with special needs, working in collaboration with the Learning Center, may have an accommodation plan developed that might include extended time, the support of a tutor, or the use of a tape recorder for lectures. The student/advisor relationship helps to nurture and inform both the student and faculty member as the student moves forward in the program.

Every credit bearing course at LRCC has gone through a rigorous development and approval process to assure that it meets the need of the discipline in which it is taught, but also the expectations of the College. Courses must be reviewed and approved by their respective Program Advisory Committees before they are presented to the College Curriculum Committee for adoption as an LRCC course.

Each College Program has an Advisory Committee that takes differing levels of involvement in program review and approval. In programs where licensure or industry expectations are very strict, the Advisory Committees play a critical role in assessing and approving course/program changes. Most of the Advisory Committees are very involved and interact with the College on an ongoing level.

As an example of Advisory Committee involvement, the Fire Science faculty felt that curriculum was falling behind and a little lacking in meeting the needs of the New Hampshire Public Safety Community. Feedback from recent graduates, the Fire Service community, and faculty research led to awareness that there was a need for change. A meeting was held with every Fire Chief in the state invited, along with other safety professionals. Curriculum revision was proposed and faculty presented suggested changes in a number of courses to more closely align content of the program at the National Safety Academy. The Fire and Emergency Services Higher Education Program (FESHE) is now a national standard for the safety community and the Fire Science Program adopted the core competencies of the program. The changes were approved by the Fire Advisory Committee, presented to the College Curriculum Committee, approved, and adopted for the fall 2013 semester.

The Nursing Program at LRCC is steeped with assessment from a variety of levels. It meets all internal benchmarks and reviews and undergoes an annual review by the NH Board of Nursing. Passage on the NCLEX exam is monitored every year as an indicator of the quality of students graduated by a program. LRCC has had successful pass rates (see table below) against the national norm, and faculty monitor the individual and collective results every year. While a relatively small number of students sit for the exam, (N=24-32) analysis of rates may lead to curriculum modifications that are always undertaken in collaboration with its Advisory Board.

LRCC Nursing Graduate License Exam Pass Rates						
Year	2007	2008	2009	2010	2011	2012
National Pass Rate	85	86	83	87	87	90
LRCC Pass Rate	81	86	83	95	84	84

Curriculum changes have been made in Automotive, Marine, Culinary Arts, Early Childhood Education, Human Services, and Electrical. All changes are based on program needs assessment, best practice research, analysis of student progress, and vetting on a variety of levels before the changes are approved. The final product is a quality change that is documented and appropriate for all programs, mission, and students.

The College has an extensive process of vetting any proposed courses that will be delivered in an alternative delivery model. Whether it is an established course converted to online, or a newly developed course, each course must go through an assessment process by the Distance Learning Committee, a subcommittee of the Curriculum Committee, with evaluation done through the Quality Matters Rubric. Members of the Distance Learning Team, working in pairs, work with the faculty member to assess their course preparedness to be offered in either hybrid or online format. Typically, the faculty member will have gone through Blackboard training to become familiar with the online hosting platform, and the specifics of being a successful online teacher. The proposed course and teacher must pass the review by the committee, with recommendation to the VPAA and Curriculum Committee for either approval or postponement while modifications are made in course content.

Any alternative delivery course also has to be presented to the student on the approved Course Syllabi Template. This standardizes all course presentation to the student. Online courses are monitored during the first semester of delivery to assure quality instruction, and if necessary, removed from future offerings if not up to assessment by the Quality Matters Rubric.

As is true in all LRCC courses, students complete course evaluations on distance learning classes and all evaluations are reviewed by the appropriate Department Chair and VPAA. LRCC is proud of the fact that it conducts student course evaluations for all courses offered at the College. This evaluation is an opportunity for the student to give feedback on what they are learning and experiencing. It offers the faculty member the opportunity for reflection and informs the Department Chair and VPAA if there are problems in the class, and it has proven to be an excellent faculty development tool.

Students with concerns about a faculty member, a course, or any other aspect of their college experience have the right to either formally or informally file a complaint. The process for filing complaints is outlined in the LRCC Student Handbook, pages 59-61.

All faculty are evaluated by their Department Chairs on an annual basis. This periodic review helps to maintain relationships and quality of instruction. Department Chairs review course syllabi with the faculty member, and as the College moves to increased numbers of adjunct faculty, this person-to-person contact and mentoring will be critical to quality assurance and faculty development.

LRCC is a College that prides itself in excellent teaching, quality programs, and student achievement. It can demonstrate student learning in course by course analysis, student satisfaction, passage rates on state and nationally normed licensing exams, (S Forms, S3) but there is work to be done with regard to global data collection, analysis, and reporting. The College is aware of the need to reinvest in the Program Assessment Project that was lauded by former NEASC Accreditation Teams, and must find the personnel resources to make it happen.



## Standards Narrative Section

### STANDARDS NARRATIVE

The self-reflection done in preparation for the 2008 Self-Study served to inform the College community with regard to strengths, weaknesses, and opportunities in relationship to meeting the criteria for each of the 11 NEASC Standards of Accreditation. The College has been able to use this reflection and guidance offered in the Projections section of the 2008 Report to move key initiatives forward.

### Standard 1: Mission and Purpose

*Standard 1 Projections from LRCC 2008 Self-Study*

*... 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.*

*...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.*

*... 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 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.*

*... 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.. LRCC expects to see an increase in enrollments from this new program.*

*...LRCC personnel will follow up with student planning on transferring 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... 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.*

### **Noteworthy Achievements**

At the time of this report, the College is participating in the update of the campus strategic plan, with guidance from participation in the CCSNH System Master Planning Process that will happen throughout the AY2013-2014 academic year. All segments of the College will participate in this critical planning process.

The College has moved forward with its mission to become a comprehensive community college with measured steps. They include:

- Widespread promotion of transfer opportunities to four year colleges as part of the College's public relations and recruiting message. The evidence of the effectiveness of the message and its new recognition is the rapid growth of the Liberal Arts degree program, now the largest degree program at the College.
- Coordination with its four year partners on an ever-increasing number of transfer and articulation agreements. These agreements range from course by course approval to established pathways for an entire degree to be accepted as the first two years of a companion four year major.
- Active participation in the NHTransfer.org initiative, whereby all LRCC courses are evaluated and posted on the NHTransfer.org website with course by course transfer equivalency to four year public and private colleges and universities in New Hampshire.
- Publication of spotlight pieces on student transfer and individual success stories as part of a public awareness campaign.
- Faculty from LRCC serving on four year program advisory committees and four year faculty program faculty serve on LRCC program advisory committees. This helps to inform everyone about program status and planned changes and certainly solidifies the relationship between programs.

### **The Future**

The entire college community is excited and optimistic about the future. The move away from state agency status has offered opportunities to reorganize the CCSNH into a modern, responsive Higher Education Organization. The Strategic Planning Process being conducted on both a campus and system level will serve as a roadmap for planning, promotion, and assessment in the future. The growth of the transfer mission and the increase in enrollments in the Liberal Arts

program allow the College to further its rebranding efforts as a Comprehensive Community College.

## **Standard 2: Planning and Evaluation**

*Standard 2 Projections from LRCC 2008 Self-Study*

- *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.*

## **Noteworthy Achievements**

Changes occurred primarily with regard to personnel. At the College level, President Mark Edelstein retired in July 2011, and an interim president, Dr. Scott Kalicki, was in place from August 2011 – January 2012. In January 2012 he was appointed as the permanent President. The Vice President of Student Affairs (VPSA) accepted a new position in September 2011 and that position was left vacant until a permanent VPSA was selected in July 2012. The Chief Financial Officer (CFO) retired in December 2012, and a new CFO was selected to start in June 2013. At the System level, the Chancellor of the Community College System (CCSNH) retired and was replaced in the early winter of 2012.

As a result of these changes and because the new administrators needed time to learn the operation of the campus and the System, some aspects of Planning and Evaluation have been slowed; however, progress is being made on key aspects of the Standard.

### **Noteworthy Achievements**

- Starting in 2008, at the beginning of each academic year the Strategic Plan and its evolution, was presented to all faculty and staff with opportunity for feedback and discussion. The Strategic Plan has been completed and the College is in the process of developing a new Strategic Plan in conjunction with the System Strategic Plan that is also being developed. Representatives from LRCC are part of both groups.
- As part of the Enrollment Management Plan, the College has added a Pastry Arts A.S. degree program, has a capital plan to support Pastry Arts, Culinary Arts and Automotive Services physical plant expansion. As the result of the College's participation in the system wide manufacturing grant initiative, new degree programs in Advanced Manufacturing and Electro Mechanical Technology have been developed and will offer classes for the fall 2013 semester.
- Regarding another key initiative, online offerings from Fall 2008 to Fall 2013, the College has experienced more than 100% growth in online offerings. In support of the expansion of online course offerings, the College has conducted faculty recruiting seminars, expanded training opportunities for faculty and online students, and has reviewed and adopted a variety of student resources to help support online learners. The College is also participating in a System initiative to create a core of online classes that will be promoted to all students and citizens of the state and will be easily transferable amongst the Colleges.
- A model for cyclical in-depth program review was designed and implemented in 2005. Reintroducing the program on a two program per year cycle is a priority for AY2014.
- All Capital Projects follow the Strategic and Facilities Planning process established by the CCSNH to better organize, review, and present to the Legislature as part of the Capital Budget funding process. All capital requests must follow this process. A Banner Coordinator position has been created with some dedicated responsibilities for internal research, and to serve as liaison with the CCSNH Institutional Research office.
- Banner Finance software training has been developed for all budget managers and occurs regularly.  
This training has greatly improved budget planning, sharing, and management on all levels.
- To strengthen Safety and Security, the College has developed an internal Safety handbook, has hired a part-time Safety Officer, has reviewed access to buildings and made some alterations on accessibility to meet safety concerns, and has had telephones installed in every classroom as well as locks that can be controlled from inside the classroom. Safety audits have been conducted by CCSNH insurance teams.

- The College continues to work collaboratively with the System to meet the standards set by the Board of Trustees.

## **The Future**

The College will update its Strategic Plan by the end of 2014 in coordination with the CCSNH Strategic Plan currently under development.

The College will continue the annual systematic presentation, discussion, and feedback relating to the Strategic Plan.

The College will continue to develop Key Performance Indicators by refining data collection and reporting instruments such as the College Fact Book. Having better data will better enable the College to move further towards data-based decision making with a higher level of confidence. While the College has made progress in relying on the Key Performance Indicators, this is an area that has had slower than expected progress due to changes in personnel at the System and campus level.

The College will develop a plan for additional ways to measure and report student mastery of the student learning outcomes that are already in place. This effort will be designed to be supportive and supplemental to the CCSNH performance metrics that are evolving.

The College will further develop ways to make use of CCSSE results.

The College will continue to develop its safety and security plan.

## **Institutional Effectiveness**

Institutional effectiveness is measured through the collection of data and the use of that data to support planning and evaluation, especially as the College and CCSNH collaborate on the Strategic Plan that is currently being developed. The Strategic Plan is the foundation for all planning and evaluation. CCSNH and the college representatives are working through the summer of 2013 to develop a process framework for the new System Strategic Plan which will be the template for campus planning.

## **Standard 3: Organization and Governance**

### *Standard 3 Projections from LRCC 2008 Self-Study*

*... As the CCSNH moves forward with its self-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.*

*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.

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.

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.*

## **Noteworthy Achievements**

From an organization standpoint LRCC and the entire CCSNH System look very little like they did in 2008. From the time SB82 was signed into law in 2007 establishing the Community College System of New Hampshire, a semi-autonomous organization with full authority for oversight of the System assigned to a 23 member Board of Trustees, there have been significant changes with regard to organization and administration.

Now with complete control of the planning and operation of the System, the Board has established subcommittees to address key planning and supervision responsibilities. The Board subcommittees include an Executive Committee, Finance, Academic and Student Affairs, Personnel, Facilities and Capital Budget, and Governance. The Board has reviewed, updated and established policies, procedures, and Bylaws, and published them on the CCSNH website at <http://www.ccsnh.edu/boardpolicies.html>.

System leadership has transitioned from the four year tenure of Chancellor Dr. Richard Gustafson to the appointment of current Chancellor Dr. Ross Gittell who was appointed in 2011. A new Deputy Chancellor has been appointed with the retirement of Dr. Charles Annal and the duties of the position have transitioned from Chief Academic Officer to the role of Chief Operating Officer with responsibility to work with campus Presidents to improve operations and develop new policies and procedures to move the System forward.

The Chancellor leads the System Leadership Team (SLT) which is comprised of the Vice Chancellor, the seven College Presidents, and System Office Department Heads. The SLT is responsible for the execution of Board decisions and policy changes and to serve as an advisory council to the Chancellor and the Board. The operational policies that guide the SLT may be found at <http://www.ccsnh.edu/boardpolicies.html>. The Chancellor reports on key issues and benchmarks through the publication of the System Dashboard Metrics. These data points are updated daily and inform all constituent groups.

On a campus level, the College President works with many groups in the governance model. The College Advisory Committee consists of 20 members from a variety of professional disciplines. This group meets quarterly to receive updates and offer guidance in support of the College's mission. They have been engaged in the fall 2014 Strategic Planning Initiative.

The President of LRCC works with the Campus Leadership Team (CLT) consisting of the Vice President of Student Affairs, Vice President of Academic Affairs, and the Chief Financial Officer. This team is responsible for the day-to-day operation and leadership of the College.



The College Coordinating Council (CCC) is the campus shared governance body that advises the President on key issues facing the College. The group consists of the CLT and elected members representing faculty and staff. Currently, the Council holds two meetings per month, one to deal with regular college business, and one as a meeting specifically focused on Strategic Planning.

The budget cut of three years ago caused required position eliminations that have severely impacted the operation of the College. The loss of the Evening School Supervisor and receptionist, the Workforce Development Director and his Assistant, vacant faculty positions that have remained unfilled, and multiple positions in maintenance have led to redistribution of workloads and a recognition that some functions simply cannot be addressed at the level prior to the cutbacks. This is an ongoing concern for the College and plays a role in planning for more stable financial resources.

## **The Future**

LRCC and CCSNH are positioned to move forward in a systemic, informed, and forward thinking manner. A stable leadership team, combined with a cohesive system and college planning process, will enable data driven decisions in support of improving access, quality, and innovation in all aspects of college operations. All segments of the College Community will continue to participate in all aspects of moving the College forward.

## **Standard 4: Academic Programs**

### *Standard 4 Projections from LRCC 2008 Self-Study*

*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 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.*

*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.*

*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.*

### **Noteworthy Achievements**

As noted in the report of the visiting accreditation team in 2008, the College has a right to be proud of its high quality programs and dedicated faculty.

Many new courses have been added to the course menu in the past five years, many others have been updated and redesigned for online delivery, and new degree programs in Advanced Manufacturing, Electro-Mechanical Technology, and Automotive Technology have been added to the College's menu. Whether a redesign or completely new course created for alternative delivery, all curriculum is developed around the credit hour unit per college policy, <http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf>, and must meet the scope and sequence of the established syllabi.

The College has continued to expand the use of online and hybrid courses through the use of Blackboard; the online learning management service. The use of a required standardized syllabus template has enabled faculty to post a minimum amount of required information on Blackboard for every course taught at the college. Workshops highlighting the ever-expanding tools in Blackboard are conducted multiple times over the course of the year for both beginners and advanced faculty users. The information required includes material such as a standard syllabus, instructor contact information, Academic Policies and available Student Services. All faculty benefit by becoming comfortable with the use of Blackboard, it helps to organize their curriculum materials in a standard format, and it benefits all students, whether in the classroom or online, to have course information available in a standardized format and provides the opportunity to continue teaching if campus access is not possible.

The College has been committed to increasing access for students to education by increasing online and hybrid course and degree options. As a result, the college also hosted a recruitment workshop on June 26, 2013 designed to inform potential adjunct faculty of alternative learning requirements, as well as credential and employment requirements. The workshop was well attended with 24 attendees and an additional thirty requests for information. Resumes were forwarded to appropriate department chairs for follow-up. The College plans to use such recruiting activities to focus on building its online learning faculty base.

The College has taken the first step to enable Running Start High School partners to also use Blackboard in their Running Start classes. A workshop was held at the college on June 20, 2013

and course shells were created for high school partners so the course materials would be available online for the fall semester. While this was not required, the reception by the high school partners was very encouraging. The growth of Running Start has been impressive and a new Coordinator has already made significant improvements in communication and quality control processes.

The move from state agency has made significant changes to budget and equipment purchases. Department Chairs now take a more active role in the budget process and receive monthly reports of individual program budget activities. Department Chairs work with the VPAA to establish budget requests, set equipment priorities, and if necessary, seek alternative funding sources. The VPAA and Chairs are very proactive in seeking options for alternative funding sources. Program faculty have been very active in establishing relationships and agreements that have led to significant equipment donations from private industry. LRCC faculty have also been very active in pursuing grant opportunities. Significant awards have been obtained as a result of their efforts.

In addition, the College has a new Health and Sciences Building that will be completed in time for the Fall 2013 semester. The building provides classroom/lab space for the Nursing and Fire Science Programs, and Biology, Chemistry, and Physics labs. The new building has allowed for the updating of technology in the classrooms, and a 3 year cycle for laptop and other equipment purchases, such as big screen TVs in the classrooms, has been implemented throughout the college. Every classroom is technology enabled with either a data projector, Smart Board, or a flat screen TV. Program faculty played a very active role in the design of the facility and the selection of equipment and AV technology.

In addition to the new Health and Science Building, LRCC has also been notified that the proposed Automotive Building has been approved for the FY2013-2015 budget cycle and planning has begun for a spring 2014 construction schedule. The construction of the new automotive facility will allow the Culinary Arts, Restaurant Management and Pastry Arts programs to relocate back to the main campus into a renovated former automotive wing. The planning process for renovation will be part of the update of the Campus Master Plan and Automotive Building design/development. These Culinary and Restaurant Management programs are currently housed at the Shaker Village in Canterbury, which is located 16 miles to the south of the main campus.

### **The Future**

LRCC is proud of its programs and the dedicated faculty that have worked hard to make some of them nationally recognized. Assuring the quality of programing, assessing student outcomes, and maintaining constant pursuit of improvement is everyone's mission. In order to do so, the College knows that efforts must be made to expand data collection, program review, and assessment of student learning. The Academic Department Chairs will have this as a focused activity going forward this year.



The College has seen a significant growth in both articulation agreements with four year college partners and in the number of students bringing transfer credits from other institutions. The list of four year articulations is updated on an ongoing basis and can be found in the College Catalog, <http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf>. The College has clearly established policies on how transfer credits are processed for students, <http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf>, and the number of credits awarded is expected to grow going forward.

### **Institutional Effectiveness:**

The College continues to rely on guidance from College and Program Advisory committees to keep the curricula relevant and current to business needs. LRCC also has increased internships, co-op placements and outside agency accreditation and certifications.

Student preparedness has been improved by the implementation of mandatory Accuplacer assessment for all incoming students, which allows for better informed advisors and students when planning course selection. . In addition, an online student orientation to the college is in progress. All students who wish to enroll in distance learning or hybrid courses will also be required to take an online learning orientation course offered at no cost. A pilot of the course was completed this summer and will be implemented fully in January 2014.

Students taking an online class have access to help 24 hours a day at the System Distance Learning Support Center at <http://www.ccsnh.edu/distancelearning/index.htm>. This site is a product of the work of the CCSNH Distance Learning Committee, which has representation from each campus.

In addition, the CCSNH system has purchased Content Management and ePortfolio modules for Blackboard. These modules, ePortfolio in particular, will enable students and faculty to create and review electronic portfolios. Students will be able to demonstrate skills learned, particularly in project-based courses, to potential employers or to transfer to four-year schools.

Data collection and reporting methodologies are constantly being developed and refined on the system level and a new series of metrics is being used to inform all system constituents as to the health and progress of the system. This expanded data set, along with the ongoing review of each academic program against the established CORE Competencies, will better enable the College to evaluate programs for core competencies for all graduates and to make meaningful assessment of academic programs, as well as identify where improvements/changes should be made.

### **Standard 5: Faculty**

#### *Standard 5 Projections from the LRCC 2008 Report*

.....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.

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 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.

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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.*

*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.*

## **Noteworthy Achievements**

Faculty at LRCC are hired and supervised under the guidelines set forth in two separate Collective Bargaining Agreements, one for fulltime and a new adjunct contract that was effective for the fall

2013 semester. The contracts establish teaching loads, rate of pay, and in the case of fulltime faculty, expectations for office hours, committee assignments, and overload pay formulas.

Enrollment growth has declined from an annual growth rate of 10 % in 2008 to -2% in 2013. During that timeframe, the number of full-time faculty has decreased from 39 to 36. Due to budget constraints, fulltime faculty vacancies exist in Accounting, Electrical, Fire Science, Graphic Design, and Nursing. A fulltime positions have been added for fall 2013 in Advanced Manufacturing with the support of TAACT Manufacturing Grant, and in Energy Services.

The College is blessed to have an adjunct faculty pool of 110. The number of adjuncts grew by 11 for the Fall 2013 semester and by 13 for the Fall 2014 semester. The adjunct faculty bring professional expertise and experience that greatly enhances the College's ability to deliver an expanded course menu. The greatest growth has been in Mathematics and the Sciences.

In order to serve expanded course offerings and increased student enrollment with the small number of fulltime faculty, the percentage of courses taught by adjunct faculty has gone up from 40% to 45%. Online enrollments have increased by 78% over the past five years. In 2008 70% of online courses were taught by full-time faculty. In the fall of 2013 44% of online courses were taught by full-time faculty.

Fulltime faculty are organized under a department structure that reports directly to the VPAA. The Department Chair group also includes the Director of Learning Services, the Learning Center Director, and the Running Start Coordinator. Meetings are held once a month, or as needed if an issue comes up. The Department Chairs assist the VPAA in recruiting and orienting new adjunct faculty, and in the day-to-day supervision of their programs. The growing number and dependence upon adjuncts to deliver courses puts pressure on the Chairs and the small staff in the Academic Affairs Office. A review of the recruitment and orientation process for new adjuncts is in process by the VPAA and Chairs and a new program is scheduled to be in place for summer 2014. The VPAA has proposed the introduction of an "Adopt and Adjunct Program" and is working with a small group of faculty on the details of how such a program might work.

All fulltime faculty serve as advisors to students within their major. They work with students on setting their schedule, timetable for program completion, discuss career and/or transfer goals, and offer ongoing guidance. Faculty Advisor Workshops are held at the beginning of each semester to discuss advising goals and best practices. Along with faculty advising, the College also has a counseling department to work with undeclared students, or students that are just exploring options at the College.

The college counseling department did consist of two full-time academic advisors. New in Fall 2013 this department now consists of a full-time academic advisor and a part-time licensed mental health counselor. The academic advising is still done primarily by full-time faculty and a part-time counselor. Several liberal arts faculty members now share advising for pre-nursing students which was previously done by the full-time advisor in the counseling department. This change appears to be working well for both students and faculty. The addition of a mental health professional is providing much needed support for students at the college which in turn is helpful for faculty.

Faculty take advantage of professional development as needs and funding allows. In order to streamline the process of requesting staff development funds a committee was formed for the fall 2013 semester. The process to request funding has been simplified and funds can be used for formal coursework, seminars, mandatory certification training, and other specialized experiences. The College makes use of operational budget funds and funding available through the Carl Perkins Grant.

The Lakes Region Community College Distance Learning Committee is charged with training and mentoring faculty who wish to teach a class by any means of alternative delivery. As such, the committee holds training sessions for any faculty who wish to attend during in-service weeks. In addition, the members also encourage one-on-one training before the course approval process begins.

Once a faculty member has participated in online delivery faculty workshops and worked with a member of the Distance Learning Committee, a course shell is built for the faculty member to post materials and develop their course presentation in Blackboard. This is often done with the mentorship of a DL Committee member. This is especially true if the faculty member is new to alternative delivery. Once the course is ready, three members of the DL committee are added to the course shell to evaluate the course. The current instrument used is Quality Matters. The faculty must receive at least 2 out of 3 “Yes” scores for all 3 point items on the rubric, and a minimum score of 68 to be approved. If approval is not granted, the faculty member is notified and encouraged to address areas of concern, attend more workshops, and then a re-evaluation is done. Once course approval is granted by the Distance Learning Committee, the course and faculty member are submitted to the Curriculum Committee for approval. The Academic Affairs Office stores all approvals in their office.

Due to recent upgrades to Blackboard, there are two Orientations to Blackboard sites, one for students and one for faculty, currently under revision to be beta tested this summer. If all goes well, they will be fully implemented in the fall of 2013. The Faculty Orientation will be available for faculty who need a refresher or wish to advance their skills. Online faculty will be required to complete the Orientation every two years to remain approved for alternative delivery.

All faculty are evaluated by their Department Chairs in their classroom setting. This process is constructive and offers feedback in support of improvement of instruction. If necessary, the Department Chair, in consultation with the VPAA will require specific action by the faculty member to address suggested areas of improvement. Students also evaluate every class that they take at LRCC. The standardized student course evaluation forms have been revised recently to be more relevant and are now summarized electronically. This process change has significantly reduced the time for the Academic Affairs office to summarize and review the results and faculty now receive course feedback within a couple of weeks of the end of the semester. This quick turnaround is particularly helpful in offering feedback and support for new adjunct faculty.

Access to state-of-the-art technology and resources is an ongoing priority for the College. To that end, all fulltime faculty were given laptops to use both at the College and at home. This project has proven to be very popular and appreciated. Faculty are also given access to the latest version



of the Microsoft Office Suite for their use, along with other specialty software as needed. The College has invested in an AV project that places large format flat screen televisions in each classroom. To date, 60% of the classrooms have these flat screens and the faculty are very pleased with the quality of image and diversity of input options that allows them to replace projectors, overheads, and DVD units. The project will be completed this academic year if funds are available.

The librarian is invited to attend department chair meetings and is also included in the Academic Advising sessions during the fall and spring in-service training. This integration allows the Librarian to be better informed about the needs and actions of the faculty and for the faculty here about library resources on an ongoing basis. It has proven to be a great collaboration. The library has a webpage describing faculty services and conducts an annual survey to obtain feedback from faculty regarding the usefulness of the library resources. Library instruction is provided to classes by library staff when requested by faculty. In 2008 fifty-seven information literacy sessions were conducted. During the 2011-12 school year 45 sessions were held.

Faculty are actively involved in professional research, ongoing curriculum development, and innovative student assessment practices. Each faculty member participates in assessing their courses against the established Core Competencies. When a weakness is identified, all faculty in the department get together and determine where the weakness lies and what content will be introduced to address the weakness. It is truly a collaborative effort on many fronts.

### **The Future**

LRCC faces the same problem as every other college across the country when it comes to establishing and supporting fulltime faculty positions. The College clearly recognizes the importance of fulltime faculty in developing curricula and programs, establishing business industry connections for their programs, and offering the day-to-day leadership for their program, but budgetary reality says that we must do more with adjuncts because of the cost savings of doing so. Striking a balance of fulltime versus adjunct faculty will be an ongoing challenge for the College, but planning to do so is ongoing.

Establishing more formalized support and training programs for all faculty is a priority for the VPAA and Department Chairs. While effective, the programs can be stronger and more sustainable. Steps will be taken to formalize a program to be in place by fall 2014. Research into best practices across the country is underway and meetings will be held with constituent groups throughout the year.

The College is also dedicated to find a more sustainable plan for technology replacement and staff development funding. As always, these activities are operational budget dependent, and will require efforts to increase the base budget allocation.

### **Institutional Effectiveness**

The College is blessed with a highly qualified and very committed faculty. They are dedicated to students and the mission of the College and are constantly seeking better ways of developing and delivering the programs of study.

As a group, the faculty receive outstanding evaluations from their students, and students express overwhelming satisfaction with the education that they are experiencing at LRCC. Results of these surveys may be found in the Academic Affairs Office.

Many programs undergo independent assessment from professional industry groups and always earn excellent recognition for the quality of their program and the students that they produce. The College is proud of these programs and faculty that they serve.

Faculty make effective use of technology and are very creative in doing so. It is a hallmark of the institution. The Distance Learning Committee, and their training/course assessment practices, have become a model efficiency and effectiveness.

## **Standard 6: Students**

### *Standard 6 Projections from LRCC 2008 Self-Study*

*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 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.*

## **Noteworthy Achievements**

LRCC has witnessed significant population growth and changes to its physical and demographic composition. As a comprehensive community college serving a younger student population, Student Services continues to assess and respond to the needs of the changing student community.

## **Student Support**

A more traditional age population majoring in Liberal Arts demands the expansion of student development activities on campus as more students expect to have a vibrant campus life and support services available to them 24 hours a-day in a variety of platforms. Since 2008, budget limitations resulted in a reduction of staffing across all departments on campus. However, LRCC counts on two counselors (one full time and one part-time) to help students navigate both academic and non-academic processes that can be obstacles to student success. In addition, to providing face to face availability of counselors during the day and evening, LRCC is incorporating technology supports to enhance counselors' interactions with students.

Enrollment growth has also resulted in an increase in the number of students who enroll with substantial mental health and/or substance abuse needs. This growth in need is exacerbated by the decline in services provided at community mental health centers. For these reasons, LRCC reallocated a portion of its counseling budget to subcontract out mental health counseling to Genesis Behavioral Health, a direct provider of mental and emotional health services in the Lakes



Region. Genesis Behavioral Health provides LRCC with a clinical mental health counselor who sees students free of charge either by appointment or on a walk-in basis. While this service is new, only as of the fall 2013 semester, work is being done to promote awareness throughout the campus of this opportunity and will increase counselor availability as needed.

Students' financial needs have also grown substantially. The Financial Aid office continues to work diligently to provide students with access to the state and federal resources available to them while at the same time counseling students about the pitfalls of acquiring large amounts of loan debt. For the 2012-13 Academic Year the College disbursed \$6,859,088 in aid. While in many cases, financial aid covers students' tuition costs and living expenses, students living at the margin can be drastically impacted if an unexpected expense, such as a medical or car repair bill, appears. In 2012, an LRCC faculty and staff member began researching emergency assistance models at colleges around the country. They formed a committee including students who developed a model that best fit LRCC's needs and created the Student Assistance Fund for Emergencies (SAFE) which now provides short-term emergency financial support to any LRCC student. The SAFE program is administered through the Financial Aid office and is funded by a significant donation from LRCC's Student Senate and the fundraising efforts of the committee.

### **Student Development**

In an effort to better understand student extracurricular activity interest, the Office of the VP of Student Services and Enrollment Management (VPSEM) engaged in research in the fall of 2012 to investigate what athletic program offerings were appropriate for LRCC students. After an extensive survey of community colleges of similar size in New England, a survey of high school guidance counselors in the state and a self-assessment of LRCC need and infrastructure we determined to focus the college's efforts on intramural and social development activities open to the entire community. This fall semester, programming included, free fitness classes, workshops on *Nutrition* and *Stress Management*, as well as, bowling, pool and golf tournaments. These activities are coordinated from the Office of the VP of Student Services and Enrollment Management by a coordinator who receives a small stipend for his part-timework.

In 2012, LRCC embarked in negotiations with the Landmark Inn hotel in Laconia to provide dormitory-style housing for students commuting more than 45 miles to campus. LRCC hired a Resident Assistant (RA) and identified an appropriate training program. The College also worked closely with the Landmark Inn to establish a setting that ensured students' safety within the context of a college dormitory environment. In the Fall of 2013, 25 students and the RA moved into one floor of the facility. Access to the floor is limited to students and LRCC and Landmark Inn staff. Students share an exclusive common area with refrigerators, laundry machines and a television. The RA provides programming for residents, but students are encouraged to participate in all programming activities both on and off campus. LRCC expects to continue offering this housing opportunity and grow to additional floors in the future.

### **Marketing**

The College's last Strategic Plan called for "increased marketing and advertising." LRCC's hosted a successful "Autumn on the Hill" event in the past during which they entire community was invited to visit the campus for a fun day of food, music and entertainment. The event was successful as a community outreach activity. However, when assessing goals and outcomes, the event was not producing the desired recruitment results. To that end, the decision was made to

redirect the College's resources towards Open Houses which more directly target new student recruitment and expand the visibility of the College's academic offerings. During the 2011-2012 academic year, two Open Houses were held. Since then we have grown the Open House program to five events during the year. Not only has LRCC grown its Open House program, but the October 2013 Open House doubled the number of participants compared to the same event the previous year.

Several factors are driving the continued new student enrollment growth. First, LRCC invested in revamping its website in 2012. The new website is markedly more attractive as well as user-friendly. Further, the software used for the site enables staff to manage the site with much more ease than its previous iteration. The College continues to see growth in visitors to the site and are in the process of making a decision with regards to adapting the site for mobile devices. Second, LRCC reallocated advertising spending towards online platforms. LRCC spent some time reviewing the past allocation of marketing funds for advertising. The analysis revealed a heavy emphasis on print and other traditional media platforms, like radio and television and virtually no allocation to online platforms. Responding to that gap in 2013-2014 academic year, funds were moved into social media and search engine optimization while maintaining the same the same budget as the previous year. Preliminary results show a clear growth in visitors to Open Houses and visits to the website. In addition, the College has reinstituted the Marketing Committee composed of faculty and staff to advise the VPSSEM on marketing-related matters. The group is headed by the Business department chair and group meets regularly to assess the College's marketing initiatives and make recommendations to the VPSSEM.

### **Recruitment**

Strong new student enrollment growth is also being fueled by the revamping of some of the activities of the Admissions office. In 2012 a new full-time recruiter was hired. Hiring a new recruiter gave LRCC the opportunity to assess current levels of recruitment in the local area and in the state. The existing part-time recruiter focuses his activities on a small number of local high schools. The small number of schools allows the part-time recruiter to provide one-on-one attention to students who are often times first-generation college students and thus unfamiliar with the college admissions process. Given this very-focused attention on local high schools, the Admissions office was able to redirect the activities of the full-time recruiter to include a much broader area of the state, as well as bordering communities in Maine, Vermont. The Admissions office is now in the process of reviewing its communication plans with the aim making any necessary adjustments to increase efficiencies and improve customer service.

### **The Future**

LRCC will continue its efforts to improve service to all students in the future through the continuation of program innovation, expanded opportunities for student clubs and activities, and a systemic analysis of all processes and programs.

## **Standard 7: Library and Information Resources**

*Standard 7 Projections from LRCC 2008 Self-Study*

### **I. Noteworthy Achievements**

With the implementation of Banner Finance, monthly e-mailed budget reports for the library have been created to provide better tracking of the library's budget. These monthly reports now allow the library to better monitor allocation of current spending, track that data over time, and use it as a planning tool to prepare each fiscal year's budget requests.

A proxy server for the CCSNH system has been installed to improve remote access to the library's electronic resources as well as to all LRCC student information. The creation of EASY LOG-IN (one user name and one password) and a one portal log-in with "MyLRCCBlackboard" provide users with easier and more efficient access to library services, resources, and news.

A federated search product, Ebscohost Integrator, was added to provide one-stop searching of multiple resources, including the online catalog and electronic databases. The Ebrary electronic book collection's MARC records and links were added to the CCSNH libraries' online catalog for more productive search results.

With the assistance of Faculty, 45% of the print book collection has been weeded. The print journal/magazine/newspaper collection was also weeded of duplicate print/online titles, cutting the print journal collection by 37%.

In 2009, with the support of the Board of Trustees and the CCSNH Presidents, a common core of electronic resources for each college was added to the current menu of available e-resources (paid with each college/library's budget), increasing the variety of electronic information available, from journal articles, technical reports, to streaming videos. Use of the library's electronic resources over the last five years has increased approximately 50%. Factors that have driven this increase are faculty who make specific requirements for the types of resources students may use with an emphasis over the last five years on scholarly and current information found only in subscription databases, increased use of smart phone apps, tablets, and laptops, and a higher number of online courses. Having the most current information available as well as equal access to electronic resources is crucial in supporting the academic success of distance and on campus learners.

To increase access to a wider range of full text journals, magazines, and newspapers, Bennett Library expanded its interlibrary loan service by joining the National Library of Medicine's network of libraries, DOCLINE. This service has been invaluable in providing a copy of many hard-to-find articles, specifically for the college's Nursing program, science, and allied health courses, providing a quicker and more efficient turnaround time to requests.

A complete re-design of the college's website included updated web pages for the library. Online tutorial links on using specific databases such as CINAHL and Ebscohost Integrator, how to search for credible online information, copyright basics, and other information literacy and resource topics have been added to the library webpage. A new "Technology Use" policy created by the CCSNH Information Technology Office for Faculty, Staff, and all users of the CCSNH networks, computer equipment, and software also includes copyright information. A link to this policy is available from the library web page, as well as from other links across the LRCC website. A "Faculty Services" page was added to the Library's web site with information



on those services and resources specific to their information needs, and has been useful for marketing the library during Faculty Orientations.

Three additional library questions were added to the 2008 and 2011 CCSSE surveys. On both surveys, over 55% of the respondents were “very satisfied” with the LRCC library resources and over 65% felt that these services and resources were “very important”. The CCSSE report on the 2011 survey provided 3 areas of improvement that can be directly related to the ACRL Information Literacy Standards. The Director of Learning Resources offered in spring 2013 a workshop during in-service days to show the how the LRCC Core Competencies and Degree Competencies correlate to the ACRL Information Literacy Standards, which in turn could assist in the improvement of those 3 areas from the CCSSE report.

In 2012, the annual library survey results were scanned into a new Gravix software program which provides better reporting capability, and will provide the ability to compare responses over time.

The CCSNH Directors of Learning Resources yearly meetings have included researching and comparing various information literacy assessment tools that all seven colleges could use across the college system. With the separation of the Community College System from the state, and the many changes in leadership throughout all the colleges as well as the system over the last five years, the search for a common information literacy assessment tool was discontinued and each college is purchasing or developing their own assessment instrument. The LRCC faculty create and assess their own requirements for fulfilling aspects of information literacy that are part of their class or program competencies and outcomes. The library’s ability to collaborate with faculty on information literacy varies greatly from class to class, and program to program. Over the last five years, the number of on campus library orientations and instructional sessions have varied greatly from year to year, with a 53% increase in 2009-2010, a 50% decrease in 2010-2011, and a 5% increase in 2011-2012, which is influenced by the number of classes offered each semester by the college as well as the number of requests for sessions by faculty.

In order to reduce computer printing costs, two networked copiers, leased and serviced by an offsite vendor, have replaced the one HP printer, with savings projected to be around 50%.

## **II. FUTURE**

A new LRCC Strategic Plan was created in 2013 which will be used as a platform for a new Bennett Library Strategic plan, and Technology Plan.

Collaborating with Faculty and consulting the Association of College and Research Libraries (ACRL) standards and guidelines on information literacy and distance learning services, and the LRCC Distance Learning Committee as well as the new LRCC Strategic Plan, as well as using the college core and degree competencies, a new Bennett Library Information Literacy Plan will be created.

The request of the Director of Learning Resources to change from a 180-day schedule to a 234-day schedule has been made to LRCC Administration in order to increase the availability of library services and resources. With an emphasis being placed on increasing the number of online

courses, there will be a greater need for online instructional and orientation sessions and tutorials for library resources and services to provide equal academic support for distance students and faculty, plus provide additional assistance for on campus users.

To help cut the costs of computer printing in the library's computer lab, an investigation of print management control systems will be made to compare it with the current copier configuration for savings.

Bennett Library will investigate collaborating with other departments and institutional committees to participate in other possible joint sources of data and information collection, such as focus groups, to provide assessment and feedback on resources and services.

### **III. Institutional Effectiveness**

Bennett Library utilizes multiple tools from across the college to help guide the development and evaluation of services and resources. The library currently uses the CCSSE survey, the annual Library Survey for Students and for Faculty, the annual Bennett Library Report, Graduate Survey, statistics and reports from usage of resources and services, the college wide Library Committee, attendance at Departmental meetings and collaborations with Faculty, as well as the Bennett Library Club for feedback. Using a combination of surveys to track data and satisfaction rates, as well as feedback from users and stakeholders, valuable information is provided over time to assess the effectiveness of the Library in meeting the needs of its users and the college.

## **Standard 8: Physical and Technological Resources**

### *Standard 8 Projection from 2008 Self-Study*

*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, 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.*

## **Noteworthy Achievements**



Lakes Region Community College has a very scenic, safe, and utilitarian existing structure and environ that has been well-cared for and continuously expanded and improved for 46 years, has very exciting opportunities of new construction ready for occupancy, and has a growing number of partners with remote venues to further accomplish the college mission relating to accessibility and academic excellence. The campus infrastructure consists of the foundational underpinning of the physical plant and its attached scholastic, programmatic, environmental, and comfort mechanisms; the connectivity of the wired and wireless technology and the support of IT resources in the classroom and on-line; the branding, information, and invitation at the entrance, the parking accommodations, the furniture, the interior finish (including social and artistic features) - even the landscaping is an important matter. Most capital purchases are arrived at collaboratively in committee or by department. There are classrooms, laboratories, studios, equipage, and clinical settings that provide opportunities for students to observe, engage, use, practice, perform, explore, and learn their disciplines - the knowledge and skills that represent the state-of-that-art. There are spaces provided for students to interact and to relax.

The advocacy and support of Trade, Industrial, Commercial, and Public Service industries and organizations has been long-standing, considerable, and invaluable. This support comes from people that have a College connection (grads and Boards), from businesses in surrounding towns, from regional private Healthcare providers (LRGHealthcare), from multi-national Corporations (GM and MERCURY), and State-wide agencies including Safety and Health and Human Services. These people and their companies have often been both the inspirational partners and practical providers for many initiatives. One example of such partnerships is the donation of a computer driven four-axis milling machine, valued at \$75,000 by Aavid Corporation, a global manufacturer of heat sinks based here in Laconia.

The College also has an expressed commitment to long-term planning for both the growth and the diversity of its students and its programs. The product of this preparation has resulted in a prioritized list of capital improvements to build-out the campus over the next ten years in increments that reflect current revenue streams.

The campus is located prominently on a hill overlooking the City of Laconia and Lakes Winnisquam and Winnepesaukee and occupies 49 acres. The Lakes Region is a four season destination for all types of recreational and cultural activities and is adjacent to the White Mountains National Forest. It borders (and draws students from) Vermont, Maine, Massachusetts, and Canada.

The buildings are red brick exterior and two floors each, the eldest is the Turner Building at 79,000 square feet (open for classes in 1967) and which houses the Executive, Academic, Administrative, Student Services, Counseling, Receiving, and Building Maintenance offices, the Library, Learning Center, Counselors, Food Services Kitchen, Cafeteria, Book Store, and Student Lounge. It has classrooms and computer labs for a myriad of Liberal Arts courses, and mechanical shops (diagnostics and repair) for the ASEP (GM Automotive) and Mercury Marine accredited programs. The Bennett Library provides computer and printer access, individual and group study areas, meeting rooms, and its collection of trade periodicals and reference sources. There is a dedicated space for IT technicians and the hub of the computer network.

The CAT Building (dedicated in 2005) is a 37,000 square foot, two-story building which has three general education and one “smart” classroom, a computer laboratory, and studios for fine art electives (painting, sculpting, pottery making) and programming/developing space for Graphic Design courses (screen printing, photography, computer graphics, and filmmaking). The CAT is equipped with both operational state-of-the-science passive solar and active photovoltaic (static and tracking) electrical power generating systems. This building also has interior and exterior display props and testing mock-ups for the Energy Services Technology program. The previously mentioned donated milling machine has been installed, along with equipment purchased through the Manufacturing Grant to establish a new Advanced Manufacturing computer classroom and lab. The lab space provided for the Electrical Systems Installation and Maintenance program serves as an opportunity for every student to follow their design through conception and construction to completion using their growing knowledge and hands-on skills to finish a project safely, economically and code-compliant.

The latest addition to the CAT is a 24,000 square foot, two-story dedicated Health and Science building scheduled for occupancy in the fall semester of 2013. This addition has an auditorium with seating capacity of 140, a computer lab, four general education classrooms and dedicated laboratory spaces for General Science (Chemistry, Physics, Biology, and Anatomy and Physiology), high-tech clinical simulation laboratories for the Nursing program, and two dedicated spaces (classroom and lab) for the Fire Science program. There are also numerous assigned faculty and staff offices, building services, and program storage spaces. The new space also includes casual lounge and meeting spaces for students because of the absence of a Student Center.

The College has also made a determined effort to improve/expand security systems on campus. There is camera coverage and a connected recording device for external perimeter security and for interior hallway observation. When unoccupied there is a motion disturbance detection system. There are addressable telephones in all spaces and an on-line, opt-in application for e-mail and text for weather cancellations and priority messaging. The faculty/staff have a back-up phone-tree for communicating cancellations.

There are four parking areas compliant with reserved handicap, visitor, motorcycle, and special fleet vehicle restrictions and with an additional 406 regular spaces. The facilities staff provides plowing and surface treatment during inclement weather with college equipment and in cooperation with the NH State Department of Transportation and in compliance with the NH Department of Environmental Services. The parking lots are also utilized for the college’s Commercial Driver License Training A and B and for NH State Department of Safety Motorcycle Rider Endorsement classes.

The campus buildings and the surrounds have always been compliant with the applicable national, state, and local building, plumbing, mechanical, electrical, life safety, and fire prevention codes and ordinances and often exceed these requirements. There is an active safety committee that develops and distributes information regarding response to emergencies and there is an environmental compliance program for small quantity generators. All fleet and instructional fluids, such as waste oil and anti-freeze, are disposed of properly through NHDES-approved contract waste haulers. MSDS for all labs and for cleaning supplies is provided in that space, in the library, and with the Receiving Clerk. There are secure fenced enclosures, cold-storage buildings, and

containerization for the vehicles, motors, instructional props, tools, equipment, and spare parts of the marine and automotive programs.

There continue to be phased improvements to the aesthetics and practicality of the Turner Building and a number of renovations are planned for it in coming years. Several governance groups have conducted planning sessions to identify general and specific future capital projects. Stakeholder groups have also met to better integrate capital planning with program needs and the desire to minimize cost and maximize usage of the facilities.

There are locations remote to the campus directly satisfying student programmatic requirements and there is an initiative that could solve a need regarding student housing. Student wellness and athletic events are held at a rented gymnasium three miles from the campus. The College has taken steps to address the student housing issue through a pilot housing project with a local hotel that is 1.5 miles from the campus. Students are housed on one floor that has been specifically set aside for their housing.

One of the longest associations with an outside institution providing content is the New Hampshire Fire Academy; an accredited training institution with a 50-million dollar facility that safely provides both credit toward graduation and national certification of the standard skill, knowledge, and attitudinal objectives expressed in NFPA 1001-2011, *Standard for Professional Qualifications for Firefighters*.

The most irreplaceable site is the Lakes Region General Hospital in Laconia. It is an acute care hospital with emergency, medical, and surgical wards made available to students in both the Nursing Program and Emergency Medical Technician courses. The clinical opportunities provided to these students are crucial to their success and otherwise unavailable within fifty miles.

The newest venue is the historic Canterbury Shaker Village which will be the location for practical applications of the Culinary Arts, Restaurant Management, and Pastry Arts programs. This kitchen and its banquet service area will be fully operational for the fall 2013 Semester.

## **The Future**

The College is excited about the future. The construction of the new Health Science building, the location of our Culinary programs at the beautiful Canterbury Shaker Village, and the award of capital monies to build a new Automotive Technology Building are cornerstone activities in the College's ability to serve our students and the community. Updating the Campus Master Plan is a priority and will involve all segments of our community.

## **Institutional Effectiveness**

Foremost perhaps, is the CAT addition which is a major improvement and significant addition to college capability. The new space addresses critical shortages in instructional space, student gathering areas, and the 140 Academic Commons auditorium. There has also been significant progress with many non-traditional offerings (100% on-line, certificates, short-courses, hybrids, internships, and self-directed study) which relieve pressure on campus/classroom utilization. Every program has found online opportunities. The new addition should also provide an occasion to accommodate expansion and excellence, although total occupancy issues may still not be



satisfied. The College is also conducting an assessment of the possible uses of the spaces vacated in the Turner Building by the move of Nursing and the Sciences into the Health Science addition.

Cooperative experiences and remote sites are an important component of the students' education, including contact with people in the industry, with the technology, and with the customer. As a remote teaching site, Canterbury Shaker Village has provided an excellent temporary home for Culinary focused programming, but does bring expanded planning attention for security, safety, and maintenance.

There are still spaces needed for wellness, student life, day care, and play/exercise. Classrooms need standardized access to support equipment and sufficient bandwidth to accommodate learning moments such as webinars. Both the ASEP and Marine programs need modernized areas. Legislative support of Post-Secondary Education is certain, that is – certain to be less than before.

## **Standard 9: Financial Resources**

### *Standard 9 Projections from LRCC Self-Study*

*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.*

*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.*

## **Noteworthy Achievements**

### **Noteworthy achievements**

During 2013 LRCC completed construction on its new Health and Sciences building at a cost of approximately \$6 million. This new, state of the art facility will house the colleges Fire Science and Nursing programs. The addition of this facility will enable the college to vacate space in other buildings on campus for use in future program and administrative expansion.

Furthermore, the college is requesting additional funding of approximately \$5 million to construct a new automotive and mobile diesel program educational facility. Construction is expected to begin on this new building sometime during the summer of 2014.

It is indicative of the fact the New Hampshire Legislature holds the educational mission and the quality in which we meet that mission in such high regard that it has been extremely generous in providing these capital building funds. These new facilities will enable the college to not only improve its educational offerings but to also develop new and exciting programs in the near future.

Last, during 2013 the college entered into a formal lease agreement with Canterbury Shaker Village to house LRCC's Culinary Arts program. This modern five thousand square foot facility in Canterbury New Hampshire further enables the highly qualified and motivated culinary faculty to provide world class culinary arts training to an ever expanding student body.

## **The Future**

In order to preserve and protect the College's overall financial well-being, Lakes Region Community College (LRCC) recognizes that it must not only maintain, but improve student enrollments and success rates. Revenue preservation and enhancement, especially in tuition and state appropriations, is directly dependent upon continuous improvement in enrollment and student success rates.

During the height of the recession, LRCC saw its percentage of revenue from state appropriations to total revenue decline from about 43% to about 35% (comparing biennium 2010-2011 vs. 2012-2013). However, the New Hampshire legislature has restored the funding lost to pre-recession levels in the biennium 2014-2015. LRCC's appropriations from the state in this biennium account for approximately 42% of total revenue. While the College has no doubt that the New Hampshire Legislature considers the Community College System of New Hampshire (CCSNH) as invaluable in preparing students for the future, potential cuts in appropriations, no matter how remote, forces the College to recognize that we must strive to diversify income sources to limit the impact of any future reductions in state appropriations.

LRCC recognizes that a careful balance must be struck between program quality and fiscal responsibility in determining short and long-term expenditure levels. LRCC will begin the development of measurement metrics in order to not only maintain expenditure levels sufficient to maintain program quality but also to maintain fiscal stability.

Looking forward, CCSNH has recently completed its long-term strategic planning process. The backbone of the strategic plan is increasing enrollment and holding tuition rates, a continuing and improved system of ensuring student success and in building a skilled workforce for New Hampshire's businesses and economy. Improvements in these areas will result directly in improved financial performance across the system.

To increase enrollment and improve student success, CCSNH is committed to improving affordability and increasing persistence rates and completion and transfer rates system wide. Over the next few years, CCSNH will strive to increase articulation agreements with both the University System of New Hampshire (USNH) and other institutions. Furthermore, the College will pursue improvements in credit transfers, course offerings and curriculum across the system with added focus in online courses. The system recognizes that changing demographics will require us to expand the type and number of education delivery channels to meet the needs of potential student populations.

CCSNH received, through the U.S. Department of Labor, a "Trade Adjustment Assistance Community College and Career Training Grant" (TAACCCT) in 2012 for the purpose of developing an advanced manufacturing workforce for the state of New Hampshire. Advanced Manufacturing, including robotics and automation, advanced composite technologies and



advanced machine technologies to name but a few, is one of New Hampshire's largest economic sectors. However, it is becoming more and more difficult for companies within this sector to find qualified employees. In conjunction with our CAB, the College has successfully developed both advanced manufacturing certificate and degree programs. The level of demand for skills in this industry will greatly improve the enrollment for these programs over both the near and long term future, therefore helping to secure consistent revenue growth.

Through development and maintenance of relationships within the community, LRCC has also established corporate partnerships that assist the College in defraying the costs of many other valuable programs. LRCC maintains relationships with General Motors Corporation for the Automotive Service Education Program (ASEP), with Lakes Region General Hospital the Nursing programs and with Mercury Marine for our Marine Technologies Program. The assistance provided by these partnerships, both financial and educational, vastly improves both the educational quality and financial feasibility of these programs. These business relationships are so successful that the companies themselves frequently utilize the College's faculty and facilities for their own training needs.

### **Institutional Effectiveness**

In order to preserve and protect the College's overall financial well-being, Lakes Region Community College (LRCC) recognizes that it must not only maintain, but improve student enrollments and success rates. Revenue preservation and enhancement, especially in tuition and state appropriations, is directly dependent upon continuous improvement in enrollment and student success rates.

### **Standard 10: Public Disclosure**

#### *Standard 10 Projections from LRCC 2008 Self-Study*

*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.*

*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.*

### **Noteworthy Achievements**

Much is happening in the communications realm at Lakes Region Community College. College personnel are pleased with the evolutions in Standard Ten, Public Disclosure, as the College embarks upon the future.

The College is responsive to an increasing number of mandatory regulatory reporting requirements, such as Gainful Employment, cost of attendance information and net price calculator. Data collection and reporting is a collaborative effort from a variety of college offices.

Creating a new identity as a comprehensive community college, while maintaining consistency as an entity of the Community College System of New Hampshire member, has been challenging. Coming from New Hampshire Technical Community College-Laconia to the current name of Lakes Region Community College reflects well the more comprehensive nature of the College. The new name better represents the geographical location and the markets being served.

The System obtained the services of marketing and public relations firm, NL Partners of Portland, Maine to aid in LRCC’s rebranding efforts. NL Partners worked with campus personnel, Community College System of New Hampshire (CCSNH) marketing and public information people to create identities for the CCSNH and each college, developing marketing campaigns and other materials that created identities for each college while at the same time maintaining a System “feel” that benefits each CCSNH college as part of the “family.”



Recently Eisenberg, Vital, and Ryze (EVR) Advertising of Manchester, NH has been contracted to take the System and LRCC to yet another level. Massive website re-design have been made and consistency of message and “look” in all media communication has occurred in a very favorable manner. The website continues to provide information that allows students and prospective students to make informed decisions about their education. The website was completely redesigned in 2012 in order to provide a more attractive, user friendly and interactive medium for all. The new platform is web-based and allows for immediate updates from any computer with internet access, ensuring that the latest information is available.

CCSNH has hired a Webmaster to coordinate consistency and he has worked closely with EVR personnel in improving overall website communication. LRCC’s webmaster works closely with all college personnel on updating and maintaining the ever growing website. With LRCC budgetary cutbacks, a full-time web manager has not been put into place, but this is a recognized need for the future.

EVR is assisting the College in finding its place in Social Media promotion and the best use of College marketing budget.

Television promotion has expanded, and focused communication on Plymouth and Conway area cable stations has increased.

The two large-screen digital display boards have been purchased and one is mounted in each of the College’s buildings and informs students of events and other important dates, such as financial aid and scholarship deadlines.

#### *Changes to the College Catalog area:*

The College Catalog remains a thorough, current, and authoritative source of information for students. The catalog was published in a two-year format for 2009-2011, but due to ever increasing use of the website decided to make the change to 100% online format in 2012. Changes are made on an as-needed basis and footnoted to show edit dates. Hard copies of the Catalog continue to be printed for faculty and staff use, and CDs are available upon request.

#### *Student Handbook:*

The Student Handbook is also available online, with hardcopies available for faculty and staff use. It is updated annually.

#### **The Future**

The College will continue its efforts to inform all constituent groups in a timely and effective manner. Research into the use of best practices in the use of Social Media will continue. The expanding website will gain even more status as the most comprehensive public information platform.



Moving forward with the website hosting more and more important college publications, such as the Catalog, Student Handbook, Faculty/Staff Handbook, Adjunct Faculty Handbook, and Course Schedules for instance, it will become imperative that the College find a way to properly archive and date stamp versions of each publication.

The pursuit of unified, accurate, and well positioned publications will be an ongoing concern for the entire campus. Focused work by the Marketing Committee will lead this critical initiative.

### **Institutional Effectiveness**

With the redesign and expansion of the College's website ([www.lrcc.edu](http://www.lrcc.edu)) information about the College, timely promotion highlights, up to date versions of the College Catalog and Student Handbook, and a broad breath of other resources has well positioned to move forward within the online community. The website has become an invaluable internal and external resource.

The partnership with EVR Advertising Agency has helped to inform decisions as to best practices in public relations and marketing, and the resulting increased quality of promotional materials is evident.

## **Standard 11: Integrity**

### *Standard 11 Projections from LRCC Self-Study*

*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.*

*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.*

### **Noteworthy Achievements**

The College has continued to work to sustain itself in a productive manner since leaving its previous status as a state agency. The Board of Trustees and System Office continue to provide oversight and guidance in the operation of the College and develop and implement new policies and procedures, assuring maintenance of high ethical standards and practices. All System Policies are available on the CCSNH website at [www.ccsnh.edu](http://www.ccsnh.edu).

The College has guidance from its mission statement, policies outlined in the Faculty/Staff Handbook, College Catalog, and Student Handbook. The Faculty/Staff SEA/SEIU Collective Bargaining Agreement with the CCSNH establishes workplace standards and operational parameters.

The College continues to maintain many professional memberships for both individuals and the College as a whole to assure compliance with high ethical professional standards. The College Advisory Committee offers advice to the administration for planning purposes. Additionally, each academic program receives input and guidance from its own individual Program Advisory Committee. The College continues 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 in some manner in at least one course in the program. Programs are modified if core competencies are vague or not being included.

The College has invested a considerable amount of time and resources into updating the college website. It is now a source of far more information about the college than at any previous time. Along with being the online public face of the college, the website also serves as a source of policies and procedures for all faculty, staff, and students, and a source of information for any interested members of the general public. The College Catalog and Student Handbook are now available completely online at the college's website.

### **The Future**

College publications are updated on an as needed basis. Plans will be put in place to conduct annual review/edit dates for all publications that include policies or practices. Do so will better inform the community as to when the document was reviewed in its entirety and will offer an opportunity to refresh all groups regarding current policy and practice. The update will be conducted by a variety of committees under the guidance of the President and CLT.

### **Institutional Effectiveness**

LRCC is committed to operating at the highest level of integrity and professional practice.

The CCSNH has an auditing process that examines all aspects of college operations on an on-going basis to assure adherence to Board, System, state and federal policies, guidelines and laws as well as offering guidance for implementing best practices.

### **Assessment, Retention, Student Success**



All programs at LRCC have individual and program level outcomes and objectives. While the program mix is diversified, the course development and approval process has specific guidelines to help assure the integrity of each course. To assure integrity of the offerings, faculty must develop a new course proposal form, submit it to the College's Curriculum Committee for review and approval, and once approved, must use a standard Course Syllabus Template to organize the presentation of the course. The syllabus outlines what the student will learn, how they will learn it, and how they will be assessed. The syllabus must be review with the class on the first formal class meeting.

Courses offered in a hybrid or online format must go through a review process by the Distance Learning Committee for both faculty and course approval before the DL Committee gives their formal approval to the Curriculum Committee.

### Retention

Student admissions, retention, and completion data is a focus of all segments of the college community. The following chart gives a view, as reported for the most recent IPEDs submission of a five year snapshot, of enrollment, retention, and graduation rates for the last five years.

IPEDS 5-Year Enrollment, Retention, Graduation Summary					
<b>Fall Enrollment</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
as of System Reporting Day	1066	1171	1221	1136	1184
<b>Retention</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Full-Time, First-Time	70%	64%	57%	61%	56%
Part-Time, First-Time	47%	44%	42%	40%	50%
***Cohort year is the previous fall for retention***					
<b>Graduation Rates of full-time, first-time</b>	<b>Cohort Yr 2004</b>	<b>Cohort Yr 2005</b>	<b>Cohort Yr 2006</b>	<b>for Cohort Yr 2007</b>	<b>Cohort Yr 2008</b>
Completers within 100% of time	33%	29%	30%	33%	24%
Completers within 150% of time	39%	31%	39%	43%	36%
Completers within 200% of time	39%	32%	41%	47%	39%

### Description

While not as comprehensive as desired, assessment of the entire student learning experience at LRCC is achieved through a variety of formats at a number of levels. The College recognizes the



need to formalize the assessment and reporting process to better inform the community and to facilitate a more formal continuous improvement model.

While recognizing opportunities for improvement, the College is pleased with key processes that are in place in its assessment model. They include:

- All incoming matriculated students take the Accuplacer Placement assessment in language, math, and Computer Competency. This information serves to assure the appropriate placement for students in Math, English, and Computer courses as needed. The collective data for the incoming class also informs the college community as to potential trending of student data. As reported in the response to the request for information regarding “Utilizing the results of assessment and evaluation activities in making improvements to the curriculum”, the College is experiencing a growing number of students in need of remediation, particularly in math, and it is taking steps to add more sections, and through a research initiative, to study the perceived math phobia that students are reporting in growing numbers. The Learning Center Staff have undertaken a project by which they are tracking each cohort group that places in remedial coursework to see the success rate and to analyze, when possible, the reasons why students weren’t successful progressing through their math courses.
- The College continues its strong process of new course/program review and is confident that the vetting process for any new course/program assures a quality offering when it is introduced. The Curriculum Committee, made up of cross discipline faculty, plus representation from the Librarian, Registrar, and Academic Affairs personnel, takes its responsibility very seriously. All proposals are submitted on standard Curriculum Change Proposal forms developed to assist in preparing and presenting a proposal that has been checked against the standards outlined on the forms. The forms are available under the faculty resources section of the website at <http://www.lrcc.edu/academics/faculty-resources>.
- The Distance Learning Committee is responsible for all things associated with approving and reviewing Online, Hybrid, or any other alternative delivery method proposed for a course. The Committee organizes and delivers ongoing training sessions for faculty with an emphasis on the use of the online hosting platform, Blackboard. Using the Quality Matters Rubric for Online course proposal review, the Committee works diligently with the faculty member to assess the preparedness of the course and the faculty member and after meeting the assessment, the course is recommended for alternative delivery adoption to the full Curriculum Committee. A member of the committee will also shadow the course for its first offering to make sure that standards and expectations are being met. The College is very satisfied with the ongoing leadership and integrity of this committee.
- All courses offered by LRCC are evaluated by the students. The evaluation is administered in class, collected and returned to the Academic Affairs Office by a student, and reports a consistent survey completion rate of over 85% of the potential students taking the course.

Once scanned and summarized by the Gravix Scanning Software program, the course is summarized into a concise report and all course summaries are reviewed by the Vice President of Academic Affairs, the Department Chair for the specific course, and the faculty member offering the course. The evaluations are monitored for student satisfaction, reflection on presentation and learning, possible problems, and the results are used as a resource for continuous reflection and improvement. They are especially effective for new faculty, and because of the confidential manner in which they are conducted, the process is respected and valued by all in the process. The Student Evaluation is yet another quality control assessment used by the College.

- All LRCC Degree Programs are assessed by the use of the LRCC Core Competencies. Programs are assessed as to whether or not students learn competencies outlined in eight categories, which include Human Relationship Skills, Communication Skills, Critical Thinking, Global Perspective, Mathematical Processes, Scientific Processes, Technical Skills, and Learning Skills. The 70 competencies clustered under these categories form the framework of what is expected of a graduate of an LRCC degree program. (See Appendix F) The Academic Department Chairs are currently debating the addition of a Visual Literacy Cluster to encompass new research related to the importance of these competencies in any degree program. A decision regarding the inclusion of Visual Literacy will be made before the end of the spring 2014 semester for implementation for the fall 2014 review.
- Faculty are assessed by their Department Chairs on a cycle outlined in the new CCSNH Collective Bargaining Agreement. New faculty are formally evaluated every year for three years, and veteran faculty are evaluated every other year. There is an established evaluation tool that offers reflection against a fixed set of criteria, but also allows the evaluator to mentor the faculty member through assessment of content and delivery style. The process is very effective. The evaluation is read and signed by the Vice President of Academic Affairs and if needed, the VPAA and Department Chair will work with the faculty member on specific improvement goals.
- Faculty assess student learning in a number of ways. They use both standardized and self-designed instruments such as tests, quizzes, manipulative skills, reports, papers, student presentations, and portfolios as a small example of the diversity of modalities used. Students participating in Clinical, Internships, and Cooperative Education Placements are assessed by one or more of the following tools: the completion of reports, learning logs, host employer or preceptor assessment, and/or a review by the supervising teacher for the experience.
- All grades awarded are reviewed every semester by the Vice President of Academic Affairs and a report on grade distribution and trends is presented to the faculty at the beginning of each semester. The presentation allows for discussion and reflection on retention, any special areas of concern, and the overall academic progress of students.
- Grade distribution and academic performance are also discussed by the Academic Standing Committee (Comprised of eight faculty, the Registrar, College Counselors, Financial Aid

Director, and VPAA as ex-officio) and they review students that fall under Warning, Probation, Mandatory Part Time, or Suspension from the College. Each case is handled discretely, and through a process of student discussions with the Committee, decisions are made that are in the best interest of the student going forward.

- To the extent possible, the College tracks student passage rates on licensure exams. Programs requiring licensure at LRCC are Electrical and Nursing. Nursing students sit for their exam within months of graduation so data for each class is available by the beginning of the fall semester. Students graduating from the Electrical Programs have a four year apprenticeship requirement before they can sit for the exam, so data on a cohort group is harder to track. The New Hampshire Electrical Licensing Board has always certified this program and has informed the College in meetings that its graduates have a higher pass rate than other groups sitting for the exam. Both Nursing and Electrical program faculty look for ways to review trends or concerns with the exam data as it becomes available to them.

## **The Future**

While the College is active in a number of key areas of assessment, it recognizes a need to do a more organized approach to data collection and reporting in a number of areas. To accomplish this, the College Assessment Committee must:

- Establish a personnel infrastructure that will support and sustain systematic collection and reporting.
- Establish an admission through graduation common set of key data points that inform about student progress and depth of learning.
- Use the data collected to make informed decisions on program effectiveness, student learning, and outcomes that can be measured.
- Use the College Fact Book and other vehicles to report common data sets and decisions made as a result of data analysis.
- Develop and implement a continuous improvement model.

## **PLANS**

The College is well on its way with planning for the future. The following are just a few of the issues and opportunities facing the College that require systemic planning.

President Kalicki is facilitating Strategic Planning sessions with the College Coordinating Council, and recently with the College Advisory Committee. These sessions have identified priority areas of focus that will be presented to the greater college community at upcoming meetings.

As this process evolves it will be integrated into a parallel system Strategic Planning Process that is being undertaken to chart the course of the System over the next ten years.

Planning for the new Automotive Technology Building, along with plans for the renovation of the vacated auto labs for relocating our Culinary Program will happen within the next few months, with a planned ground breaking for late spring 2014. The Colleges Culinary Program, now housed



at historic Canterbury Shaker Village, will be moved back to the campus as soon as the renovation can be funded and executed. A key component of this process will also be the update of the campus master plan which will inform the College on potential locations of future buildings, parking lots, and maintenance facilities.

Planning for the use of vacated spaces within the Turner Building is an ongoing process. There is a recognized need for more appropriate space for the College's Admissions, Counseling, and Learning Center. The Maintenance Department is also in a small, high profile campus space, that is not appropriate for their function and they need a new facility. There has also been a longstanding need for a Student Union/Center type space. Looking for a solution to this problem will be part of the campus master planning process.

Program review is ongoing and will focus on low enrolled programs for the past three years. Data collected will be used to either improve, modify, or eliminate offerings if an action plan isn't deemed to be feasible.

Assessment of student learning is an ongoing activity that will be formalized with a systemic plan. The VPAA is looking for grant funding to provide resources to move this project forward.

The planning for the expansion of articulation agreements with both our sending high schools and our four year college partners is an ongoing planning process. Agreements are increasing rapidly in both areas and the College needs to plan for a way to maintain and actively promote these agreements.

New programming research is ongoing. A faculty charette was conducted at a recent faculty meeting to solicit ideas for new programs. Suggestions were discussed and the ideas that seemed to have merit will be researched to see if there is any market need for the program. Faculty and the VPAA will be responsible for the research and planning for any new programs that are identified.

The College needs to find funding to reestablish the Workforce Development Office in support of customized business and industry training.

## Appendix A

### Affirmation of Compliance with Federal Regulations



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514  
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

**AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV**

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://www.ccsnh.edu">www.ccsnh.edu</a> (Academic Policies 650.01 <a href="http://www.lrcc.edu/sites/default/files/content/documents/2013-2014-College-Catalog-1.pdf">http://www.lrcc.edu/sites/default/files/content/documents/2013-2014-College-Catalog-1.pdf</a>
Print Publications	College Catalog, p.29
Self-study/Fifth-year report Page Reference	p.21

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	<a href="http://www.ccsnh.edu">www.ccsnh.edu</a> (Academic Policies 650.05) <a href="http://www.lrcc.edu/sites/default/files/content/documents/2013-2014-College-Catalog-1.pdf">http://www.lrcc.edu/sites/default/files/content/documents/2013-2014-College-Catalog-1.pdf</a>
Print Publications	LRCC College Catalog, p.41
Self-study/Fifth-year Report Page Reference	P. 22,23

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	<a href="http://www.lrcc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook-1.pdf">http://www.lrcc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook-1.pdf</a>
Print Publications	LRCC Student Handbook, p. 59
Self-study/Fifth-year Report Page Reference	Page 11,12

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	On-line students are identified by their assigned ID# which corresponds with their Easy Login that requires the student to change passwords every 90 days.
Self-study/Fifth-year Report Page Reference	DNA



**5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

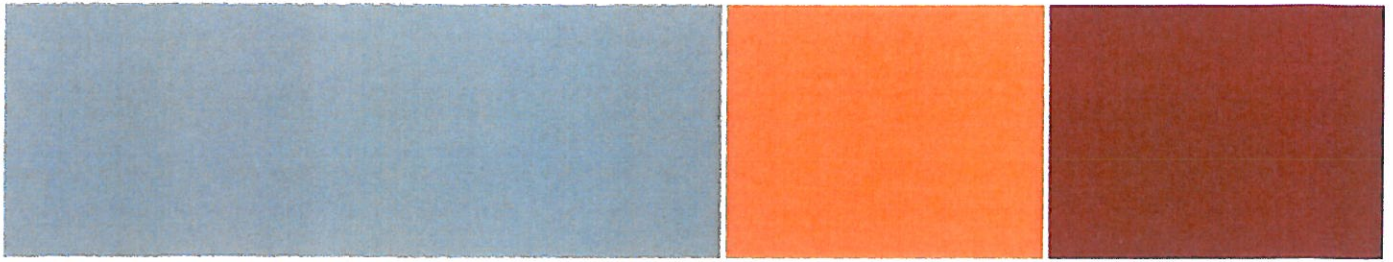
URL	DNA
Print Publications	
Self-study Page Reference	

The undersigned affirms that Lakes Region Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix B

Most Recent Audited Financial Statement



(A Component Unit of the State of New Hampshire)

FINANCIAL STATEMENTS

and

FEDERAL REPORTS IN ACCORDANCE WITH OMB CIRCULAR A-133

June 30, 2012 and 2011

With Independent Auditors' Report





**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2012 and 2011**

**INTRODUCTION**

The following management's discussion and analysis (MD&A) is intended to provide an overview of the financial position and results of operations of the Community College System of New Hampshire (CCSNH) for the fiscal year ended June 30, 2012. This discussion is provided by the management of CCSNH and should be read in conjunction with the following financial statements and notes.

The New Hampshire State Legislature, through the passage of Chapter 361, Laws of 2007, established the CCSNH as a body politic and corporate for the purpose of providing a well-coordinated system of public community college education. Governance of CCSNH was placed with a single Board of Trustees which is its policy making and operational authority.

CCSNH is a statewide system of seven community colleges, two satellite campuses and an office of the Chancellor. It includes the Community Colleges of New Hampshire Foundation as a discretely presented non-major component unit.

CCSNH offers associate degrees, professional training, and transfer pathways to four-year degrees to approximately 27,000 students.

The Community Colleges of New Hampshire Foundation (the Foundation) is a separate legal entity established as a 501(c)(3) corporation. The Foundation is structured to seek and secure private funds and/or grants in order to supplement the traditional revenue sources of CCSNH. The Foundation's mission is to support CCSNH and make higher education more accessible by providing student scholarship assistance, facility and staff support programs and improved education facilities. These assets and all activity of the Foundation are included in the financial statements of CCSNH as a discretely presented component unit. The MD&A includes information only for CCSNH, not its component unit. Complete financial statements of the Foundation can be obtained from CCSNH's administrative office.

**FINANCIAL STATEMENTS**

CCSNH reports its activity as a business type activity using the full accrual basis of accounting. The accrual basis of accounting ensures that all amounts owed to CCSNH and all pending obligations of CCSNH are accounted for in the appropriate period.

CCSNH's financial statements include three main documents, a Statement of Net Position, a Statement of Revenues, Expenses and Changes in Net Position and a Statement of Cash Flows.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2012 and 2011**

**STATEMENT OF NET POSITION**

The statement of net position presents the financial position of CCSNH at the end of the year and includes all assets and liabilities of CCSNH, the difference between the two being net position. The condensed statement of net position is shown below.

	<b>June 30</b>	
	<b>2012</b>	<b>2011</b>
<b>Assets</b>		
Current	\$ 19,840,613	\$ 20,185,123
Net capital	101,664,893	23,079,641
Other noncurrent assets	<u>5,398,696</u>	<u>935,464</u>
Total assets	<u>\$ 126,904,202</u>	<u>\$ 44,200,228</u>
<b>Liabilities</b>		
Current	\$ 9,919,398	\$ 10,586,783
Noncurrent	<u>21,531,897</u>	<u>21,701,092</u>
Total liabilities	<u>\$ 31,451,295</u>	<u>\$ 32,287,875</u>
<b>Net position</b>		
Invested in capital assets, net of related debt	\$ 85,128,765	\$ 5,080,422
Restricted nonexpendable	154,697	159,889
Restricted expendable	1,981,581	-
Unrestricted	<u>8,187,864</u>	<u>6,672,042</u>
Total net position	<u>\$ 95,452,907</u>	<u>\$ 11,912,353</u>

The cash position of CCSNH is stable and sufficient to meet obligations as they come due.

In FY 2012, net assets increased significantly due to the passage of Chapter 199, Laws of 2011, which transferred ownership of all the property used by CCSNH from the State of New Hampshire to CCSNH. The transfer is included in the Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2012 as an increase to the net position of CCSNH. The capital assets recognized in the transfer were from two separate pools, those assets meeting the State's capitalization policy with a net book value of \$71,123,625, and those capital assets with costs that are less than the State's capitalization threshold, but are considered capital assets under CCSNH's capitalization policy, with a net book value of \$5,536,628.

Accrued salary and benefits and bonds payable comprise the majority of current and noncurrent liabilities. Most of CCSNH's construction projects are paid for by the State of New Hampshire through the State's capital budget. However, certain projects, e.g., dorms, while financed by the State through the capital budget, are paid for by CCSNH. Fees collected from students are used to pay the principal and interest on the bonds used to fund these projects.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2012 and 2011**

**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**

The following Statement of Revenues, Expenses and Changes in Net Position presents information showing the results of operations for CCSNH for fiscal year ended June 30, 2012. The condensed Statement of Revenues, Expenses and Changes in Net Position is shown below.

Operating revenues	
Tuition and fees	\$ 71,113,729
Other revenue	<u>9,392,589</u>
Total operating revenue	80,506,318
Operating expenses	
Employee compensation and benefits	82,967,197
Other operating expenses	<u>25,706,190</u>
Total operating expenses	<u>108,673,387</u>
Operating loss	<u>(28,167,069)</u>
Nonoperating revenues (expenses) and other changes	
State appropriations - operating	31,358,244
State appropriations - capital	4,550,488
Transfer from the State of New Hampshire (the State)	71,123,625
Capital assets received below the State's capitalization policy	5,536,628
Other nonoperating revenues (expenses)	<u>(861,362)</u>
Nonoperating revenues, net	<u>111,707,623</u>
Increase in net position	83,540,554
Net position at beginning of year, as restated	<u>11,912,353</u>
Net position at end of year	<u>\$ 95,452,907</u>

The majority of operating revenue recorded by CCSNH comes from net tuition and fees which totaled \$71.1 million in FY 2012. Tuition was affected by the increase in the per credit cost which increased 7.7%, from \$195 to \$210 per credit, in FY 2012.

CCSNH is, like many institutions of higher education, labor intensive and operating expenses are mainly payments to employees for salaries and benefits. CCSNH is aware of the importance of controlling these costs, works to establish the optimal mix of full and part time employees and concentrates on minimizing yearly increases in benefit costs.

State operating appropriations are recorded as non-operating revenue but are used, and are essential, for the day to day operations of CCSNH. In FY 2012, State appropriations totaled \$31.4 million. Other changes in net position are comprised of increases from the transfer and reclassification of assets mentioned above and State capital appropriations which totaled \$4.6 million.



**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2012 and 2011**

**STATEMENT OF CASH FLOWS**

The statement of cash flows provides pertinent information about the cash receipts and cash payments during a certain period of time. The statement provides an additional tool to assess the financial health of the institution. The condensed statement of cash flows is shown below:

Net Cash Used - Operating Activities	\$ (22,248,000)
Net Cash Provided - Noncapital Financing Activities	31,358,244
Net Cash Used - Capital and Related Financing Activities	<u>(9,013,497)</u>
Net Increase in Cash and Cash Equivalents	<u>96,747</u>
Cash and cash equivalents, beginning of year	<u>18,252,389</u>
Cash and cash equivalents, end of year	<u>\$ 18,349,136</u>

As stated above, cash and cash equivalents remained steady from FY 11 to FY 12. The inflows of cash matched the outflows with net increase of \$96,747 for the year.

**CAPITAL ASSETS AND DEBT**

The Community College System of New Hampshire has received significant funding as part of the State of New Hampshire's Capital Budget over the past several biennia. The funding has allowed for major construction and renovation at all seven campuses and has changed the look of CCSNH. The construction has allowed CCSNH to accommodate the net growth experienced over the last several years. During the year ended June 30, 2012, CCSNH paid \$6,689,044 for capital asset additions.

CCSNH did not incur any additional debt during the year ended June 30, 2012. During the year ended June 30, 2012, CCSNH paid \$1,463,091 in principal payments on bonds payable and capital lease obligations.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2012 and 2011**

**ECONOMIC FACTORS THAT WILL AFFECT THE FUTURE**

The economic condition of CCSNH is closely tied to the State. CCSNH's state appropriation for FY 2013 will remain fairly level compared to FY 2012. Despite the decrease in state appropriations of approximately 20% in FY2012, CCSNH's Board of Trustees decided not to increase the tuition rates for FY 2013. CCSNH took measures to lower costs and expenses to enable it to hold tuition level for the upcoming year but Trustees sounded a strong note of caution about the strain that has placed on college operations in a time of increasing demand.

One trend that CCSNH sees is growth in online courses, which offer greater flexibility in scheduling and convenience for students who often face the demands of jobs and family. Over the last five years, CCSNH has seen enrollment in online courses increase by 64 percent. The convenience and quality of online courses is a strong selling point and the community colleges offer more than 700 online courses each year. The content and richness of resources that are part of online course offerings are surprising to many who are unfamiliar with online learning, but that growth in this area is linked to increasing student demand and research showing the quality of online education.

During the year ended June 30, 2012, CCSNH was awarded \$19.9 million, the largest grant in the System's history, to develop training programs that will support NH's advanced manufacturing industry. CCSNH applied for the grant through the US Department of Labor's Trade Adjustment Act-Community College Career and Training Grant program. The funds will enable CCSNH to develop programs that prepare individuals for skilled employment to meet current and emerging workforce needs in advanced manufacturing in New Hampshire. The programs will focus on displaced workers and other job-seekers by providing training opportunities at multiple professional levels in skills linked to regional employment.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
(A Component Unit of the State of New Hampshire)

**Statements of Net Position**

**June 30, 2012 and 2011**

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	June 30		June 30	
	2012	Restated 2011	2012	2011
<b>Assets</b>				
Current assets				
Cash and cash equivalents	\$ 18,349,136	\$ 18,252,389	\$ 549,840	\$ 519,991
Student accounts receivable	411,018	1,076,016	-	-
Other accounts receivable	374,028	225,000	71,029	136,444
Grants and contracts receivable	706,431	631,718	-	-
Total current assets	<u>19,840,613</u>	<u>20,185,123</u>	<u>620,869</u>	<u>656,435</u>
Noncurrent assets				
Student loans receivable, net	848,208	935,464	-	-
Due from State of New Hampshire for capital appropriations	4,550,488	-	-	-
Investments	-	-	9,397,255	9,592,986
Capital assets, net	<u>101,664,893</u>	<u>23,079,641</u>	<u>-</u>	<u>-</u>
Total noncurrent assets	<u>107,063,589</u>	<u>24,015,105</u>	<u>9,397,255</u>	<u>9,592,986</u>
Total assets	<u>\$ 126,904,202</u>	<u>\$ 44,200,228</u>	<u>\$ 10,018,124</u>	<u>\$ 10,249,421</u>
<b>Liabilities</b>				
Current liabilities				
Accounts payable and accrued liabilities	\$ 1,156,593	\$ 1,119,182	\$ 227,867	\$ 289,348
Accrued salaries and benefits	6,353,970	5,330,502	-	-
Due to State of New Hampshire	-	1,076,580	-	-
Deferred revenue and deposits	860,664	1,597,428	-	-
Current portion of bonds payable	1,337,409	1,205,854	-	-
Current portion of capital lease obligations	<u>210,762</u>	<u>257,237</u>	<u>-</u>	<u>-</u>
Total current liabilities	<u>9,919,398</u>	<u>10,586,783</u>	<u>227,867</u>	<u>289,348</u>
Noncurrent liabilities				
Accounts payable and accrued liabilities	1,338,440	-	-	-
Accrued salaries and benefits	4,265,000	4,193,000	-	-
Refundable advances	940,500	971,964	-	-
Bonds payable	14,879,950	16,217,359	-	-
Capital lease obligations	<u>108,007</u>	<u>318,769</u>	<u>-</u>	<u>-</u>
Total noncurrent liabilities	<u>21,531,897</u>	<u>21,701,092</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>31,451,295</u>	<u>32,287,875</u>	<u>227,867</u>	<u>289,348</u>
Commitments and contingencies (Notes 5 and 6)				
<b>Net position</b>				
Invested in capital assets, net of related debt	85,128,765	5,080,422	-	-
Restricted nonexpendable	154,697	159,889	8,418,870	8,366,068
Restricted expendable	1,981,581	-	1,174,079	1,420,280
Unrestricted	<u>8,187,864</u>	<u>6,672,042</u>	<u>197,308</u>	<u>173,725</u>
Total net position	<u>95,452,907</u>	<u>11,912,353</u>	<u>9,790,257</u>	<u>9,960,073</u>
Total liabilities and net position	<u>\$ 126,904,202</u>	<u>\$ 44,200,228</u>	<u>\$ 10,018,124</u>	<u>\$ 10,249,421</u>

The accompanying notes are an integral part of these financial statements.



**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Statement of Revenues, Expenses and Changes in Net Position**

**Year Ended June 30, 2012**

	<u>Community College System of New Hampshire</u>	<u>Community Colleges of New Hampshire Foundation</u>
Operating revenues		
Tuition and fees	\$ 71,799,402	\$ -
Less scholarships	<u>(685,673)</u>	<u>-</u>
Net tuition and fees	71,113,729	-
Grants and contracts	3,472,679	-
Contributions	-	574,212
Other auxiliary enterprises	2,698,779	-
Other operating revenue	<u>3,221,131</u>	<u>-</u>
Total operating revenues	<u>80,506,318</u>	<u>574,212</u>
Operating expenses		
Employee compensation and benefits	82,967,197	-
Other operating expenses	16,913,611	616,991
Utilities	2,690,094	-
Depreciation	<u>6,102,485</u>	<u>-</u>
Total operating expenses	<u>108,673,387</u>	<u>616,991</u>
Operating loss	<u>(28,167,069)</u>	<u>(42,779)</u>
Nonoperating revenues (expenses)		
State appropriation	31,358,244	-
Contributions for long-term purposes	-	27,191
Investment loss	-	(154,228)
Interest expense on capital debt	<u>(861,362)</u>	<u>-</u>
Nonoperating revenues (expenses), net	<u>30,496,882</u>	<u>(127,037)</u>
Income (loss) before other changes in net position	<u>2,329,813</u>	<u>(169,816)</u>
Other changes in net position		
State appropriations for capital expenditures	4,550,488	-
Transfer from the State of New Hampshire (the State)	71,123,625	-
Capital assets received below the State's capitalization policy	<u>5,536,628</u>	<u>-</u>
Total other changes in net position	<u>81,210,741</u>	<u>-</u>
Increase (decrease) in net position	<u>83,540,554</u>	<u>(169,816)</u>
Net position at beginning of year, as previously stated	9,410,017	9,960,073
Prior period adjustments	<u>2,502,336</u>	<u>-</u>
Net position at beginning of year, as restated	<u>11,912,353</u>	<u>9,960,073</u>
Net position at end of year	<u>\$ 95,452,907</u>	<u>\$ 9,790,257</u>

The accompanying notes are an integral part of these financial statements.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
**(A Component Unit of the State of New Hampshire)**

**Statement of Cash Flows**

**Year Ended June 30, 2012**

	Community College System of New Hampshire	Community Colleges of New Hampshire Foundation
Cash flows from operating activities		
Tuition and fees	\$ 71,389,439	\$ -
Grants and contracts	3,128,782	-
Auxiliary enterprises	2,698,779	-
Contributions received	-	639,627
Payments to suppliers	(19,766,095)	(678,472)
Payments to employees	(82,748,508)	-
Other cash receipts	3,049,603	-
Net cash used for operating activities	<u>(22,248,000)</u>	<u>(38,845)</u>
Cash flows from noncapital financing activities		
State appropriations	31,358,244	-
Contributions for long-term purposes	-	27,191
Net cash provided by noncapital financing activities	<u>31,358,244</u>	<u>27,191</u>
Cash flows from capital and related financing activities		
Purchase of capital assets	(6,689,044)	-
Principal on capital debt and leases	(1,463,091)	-
Interest on capital debt and leases	(861,362)	-
Net cash used for capital and related financing activities	<u>(9,013,497)</u>	<u>-</u>
Cash flows from investing activities		
Proceeds from sales and maturities of investments	-	11,243,334
Purchase of investments	-	(11,462,998)
Interest and dividends received	-	261,167
Net cash provided by investing activities	<u>-</u>	<u>41,503</u>
Net increase in cash and cash equivalents	96,747	29,849
Cash and cash equivalents, beginning of year	<u>18,252,389</u>	<u>519,991</u>
Cash and cash equivalents, end of year	<u>\$ 18,349,136</u>	<u>\$ 549,840</u>
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	\$ (28,167,069)	\$ (42,779)
Adjustments to reconcile operating loss to net cash used for operating activities		
Depreciation	6,102,485	-
Changes in assets and liabilities		
Student accounts receivable	664,998	-
Other accounts receivable	(149,028)	65,415
Student loans receivable	87,256	-
Grants receivable	(74,713)	-
Accounts payable and accrued liabilities	37,411	(61,481)
Accrued salaries and benefits	1,095,468	-
Due to the State of New Hampshire	(1,076,580)	-
Deferred revenue and deposits	(736,764)	-
Refundable advances	(31,464)	-
Net cash used for operating activities	<u>\$ (22,248,000)</u>	<u>\$ (38,845)</u>
Noncash capital and related financing activities:		
Capital asset additions included in accounts payable as of June 30	<u>\$ 1,338,440</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements.

Appendix C

Auditors Management Letters



## INDEPENDENT AUDITORS' REPORT

The Board of Trustees  
Community College System of New Hampshire  
(a component unit of the State of New Hampshire)

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit of the Community College System of New Hampshire (a component unit of the State of New Hampshire) (CCSNH) as of June 30, 2012 and 2011 and for the year ended June 30, 2012 as listed in the table of contents. These financial statements are the responsibility of CCSNH's management. Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component unit. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the aggregate discretely presented component unit, is based on the reports of the other auditors.

We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the report of other the other auditors provide a reasonable basis for our opinion.

As described in Note 8, the accompanying statement of net position of CCSNH as of June 30, 2011 has been restated to report certain items on an accrual basis and to correct certain errors.

In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the aggregate discretely presented component unit of CCSNH as of June 30, 2012 and 2011, and the respective changes in financial position and cash flows thereof for the year ended June 30, 2012, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2012 on our consideration of CCSNH's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

U.S. generally accepted accounting principles require that the Management's Discussion and Analysis on pages 2 through 6 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Berry, Dunn, McNeil & Parker*

Manchester, New Hampshire  
December 21, 2012



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees  
Community College System of New Hampshire  
(a component unit of the State of New Hampshire)

We have audited the financial statements of the business-type activities and the aggregate discretely presented component unit of the Community College System of New Hampshire (a component unit of the State of New Hampshire) (CCSNH), as of and for the year ended June 30, 2012, and have issued our report thereon dated December 21, 2012. We did not audit the financial statements of the aggregate discretely presented component unit. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it related to the amounts included for the aggregate discretely presented component unit, was based on reports of the other auditors. Our audit report included an additional paragraph indicating that the accompanying statement of net position of CCSNH as of June 30, 2011 had been restated to report certain items on an accrual basis and to correct certain errors. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

Management of CCSNH is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered CCSNH's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of CCSNH's internal control over financial reporting.

Our consideration of the internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses.



A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of CCSNH's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as findings 2012-01 and 2012-02 to be material weaknesses.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether CCSNH's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

CCSNH's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. We did not audit CCSNH's responses and, accordingly, we express no opinion on the responses.

We noted certain matters that we reported to management of CCSNH in a separate letter dated December 21, 2012.

This report is intended solely for the information and use of the Board of Trustees, management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Berry, Dunn, McNeil & Parker*

Manchester, New Hampshire  
December 21, 2012



**INDEPENDENT AUDITORS' REPORT  
ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT  
ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN  
ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Trustees  
Community College System of New Hampshire  
(a component unit of the State of New Hampshire)

**Compliance**

We have audited the compliance of Community College System of New Hampshire (CCSNH) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of CCSNH's major federal programs for the year ended June 30, 2012. CCSNH's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of CCSNH's management. Our responsibility is to express an opinion on CCSNH's compliance based on our audit.

We did not audit CCSNH's compliance with the billing, collections and due diligence compliance requirements specified by the Federal Perkins Loan Program and described in the OMB Circular A-133 *Compliance Supplement*. These functions were performed by Educational Computer Systems, Inc. (ECSI). ECSI's compliance with the billing, collections and due diligence compliance requirements was examined by other independent accountants, as described in the following paragraph. The report of those accountants has been furnished to us, and our opinion, expressed herein, insofar as it relates to CCSNH's compliance with those requirements, is based solely on the report of the other independent accountants.

ECSI's compliance with the requirements governing the functions that it performs for CCSNH was examined by other independent accountants whose report has been furnished to us. The report of the other independent accountants indicates that compliance with those requirements was examined in accordance with the U.S. Department of Education's Audit Guide, Audits (Attestation Engagements) of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers. Based on our review of the service organization independent accountants' report, we have determined that all of the compliance requirements included in the OMB Circular A-133 *Compliance Supplement* that are applicable to the major program in which CCSNH participates are addressed in either our report or the report of the service organization's accountants. Further, based on our review of the service organization's independent accountants' report, we have determined that it does not contain any findings of noncompliance that would have a direct and material effect on CCSNH's major program's compliance with the requirements described in the first paragraph of this report.

We conducted our audit of compliance in accordance with U.S generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about CCSNH's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of CCSNH's compliance with those requirements.

In our opinion, based on our audit and the report of other independent accountants, CCSNH complied, in all material respects, with the requirements referred to above that could have direct and material effect on each of its major federal programs for the year ended June 30, 2012. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements, which is required to be reported in accordance with OMB Circular A-133 and which is described in the accompanying schedule of findings and questioned costs as item 2012-03.

### **Internal Control Over Compliance**

Management of CCSNH is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered CCSNH's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of CCSNH's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified a deficiency in internal control over compliance that we consider to be a significant deficiency as described in the accompanying schedule of findings and questioned costs as item 2012-03. A *significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.



### Schedule of Expenditure of Federal Awards

We have audited the financial statements of the business-type activities and the aggregate discretely presented component unit of CCSNH as of and for the year ended June 30, 2012 and have issued our report thereon dated December 21, 2012, which contained an unqualified opinion on the financial statements. Our audit was performed for the purpose of forming our opinions on the financial statements that collectively comprise CCSNH's financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by OMB Circular A-133, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

CCSNH's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit CCSNH's response and, accordingly, we express no opinion on the response.

This report is intended solely for the information and use of the Board of Trustees, management, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.

*Berry, Dunn, McNeil & Parker*

Manchester, New Hampshire

February 6, 2013, except for our report on the Schedule of Expenditures of Federal Awards, for which the date is December 21, 2012.

Appendix D  
Interim Report Forms

# INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name: Lakes Region Community College

OPE ID: ? 7555

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<span style="border: 1px solid black; padding: 2px;">? 2012</span>		
Most Recent Year	<span style="border: 1px solid black; padding: 2px;">? 2013</span>		
1 Year Prior	2012		
2 Years Prior	2011		

Fiscal Year Ends on: 30-Jun (month/day)

Budget / Plans

Current Year	2013
Next Year	2014

Contact Person: ? Thomas Goulette

Title: Vice President of Academic Affairs

Telephone No: 603-524-3207

E-mail address: [tgoulette@ccsnh.edu](mailto:tgoulette@ccsnh.edu)



## Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	<a href="http://www.lrcc.edu">www.lrcc.edu</a>	2008

1.1

## Standard 2: Planning and Evaluation

### PLANS

#### Strategic Plans

Current Strategic Plan  
Next Strategic Plan

Year of Completion	Effective Dates	URL
2008	2008-	
In Progress	2014	link to draft, if available

#### Other institution-wide plans

Master plan  
Academic plan  
Financial plan  
Technology plan  
Enrollment plan  
Development plan

(Add rows for additional institution-wide plans, as needed.)


### EVALUATION

#### Academic program review

Program review system (colleges and departments).  
System last updated:

Program review schedule (e.g., every 5 years)

2005

Ongoing

URL
http://www.ccsnh.edu/sites/default/files/content/documents/Academic%20Section%20system%20policies%20-1-9-14%20WITH%20TABLE.pdf

2.1

## Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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

Name of the related entity  
URL of documentation of relationship

Community College System of New Hampshire
<a href="http://www.ccsnh.edu">http://www.ccsnh.edu</a>

Governing Board

URL
-----

By-laws

Board members' names and affiliations

<http://www.ccsnh.edu/documents/100-by-lawsrevised>

<http://www.ccsnh.edu/boardoftrustees.html>

3.1

### Standard 3: Organization and Governance (Locations and Modalities)

#### Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	Laconia	NH	7/1/1968	1244
<input checked="" type="checkbox"/> Other principal campuses				
<input checked="" type="checkbox"/> Branch campuses				
<input checked="" type="checkbox"/> Other instructional locations	Canterbury	NH	7/16/2013	None

Distance Learning, e-learning	Date Initiated	Enrollment*
First on-line course	1999	
First program 50% or more on-line	2007	
First program 100% on-line	None	

<input checked="" type="checkbox"/> Distance Learning, other Modality	Date Initiated	Enrollment*
DNA		

<input checked="" type="checkbox"/> Correspondence Education	Date Initiated	Enrollment*
DNA		

<input type="checkbox"/> Low-Residency Programs Program Name	Date Initiated	Enrollment*
DNA		

#### Definitions

**Main campus:** primary campus, including the principal office of the chief executive officer.

**Other principal campus:** a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition):** a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location:** a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning:** A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other:** A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition):** Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

\* Report here the annual unduplicated headcount for the most recently completed year.



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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	851	0	0	0	0	0	0	851
Other Campus FTE	0	0	0	0	0	0	0	0
Branches FTE	0	0	0	0	0	0	0	0
Other Locations FTE	0	0	0	0	0	0	0	0
Overseas Locations FTE	0	0	0	0	0	0	0	0
On-Line FTE	0	0	0	0	0	0	0	0
Correspondence FTE	0	0	0	0	0	0	0	0
Low-Residency Programs FTE	0	0	0	0	0	0	0	0
<b>Total FTE</b>	<b>851</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>851</b>
Unduplicated Headcount Total	947							947
Degrees Awarded, Most Recent Year	202							202

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	72	0	16
Other Campus FTE	0	0	0
Branches FTE	0	0	0
Other Locations FTE	0	0	0
Overseas Locations FTE	0	0	0
On-Line FTE	0	0	0
Correspondence FTE	0	0	0
Low-Residency Programs FTE	0	0	0
<b>Total FTE</b>	<b>72</b>	<b>0</b>	<b>16</b>
Unduplicated Headcount Total	186	0	27
Certificates Awarded, Most Recent Year	n.a.	n.a.	

Notes:

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

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

**Standard 4: The Academic Program**  
**Headcount by UNDERGRADUATE Program Type**

	3 Years Prior (Fall 2009)	2 Years Prior (Fall 2010)	1 Year Prior (Fall 2011)	Current Year* (Fall 2012)	Next Year Forward (goal) (Fall 2013)
For Fall Term, as of Census Date Certificate	24	30	23	16	18
Associate	971	1040	930	1168	1226
Baccalaureate	0	0	0	0	0
Total Undergraduate	995	1,070	953	1,184	1,244

4.2

**Standard 4: The Academic Program**  
**Headcount by GRADUATE Program Type**

	3 Years Prior (FY 2 )	2 Years Prior (FY2 )	1 Year Prior (FY 2 )	Current Year* (FY 2 )	Next Year Forward (goal) (FY 2 )
For Fall Term, as of Census Date					
Master's	NA	NA	NA	NA	NA
Doctorate	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
Total Graduate	NA	NA	NA	NA	NA

4.3

**Standard 4: The Academic Program**  
**(Credit Hours Generated at Undergraduate and Graduate Levels)**

	<b>?</b>				
	3 Years Prior (Fall 2009)	2 Years Prior (Fall 2010)	1 Year Prior (Fall 2011)	Current Year* (Fall 2012)	Next Year Forward (goal) (Fall 2013)
For Fall Term, as of Census Date Undergraduate	11791	12468	11220	11397	11739
Graduate	0	0	0	0	0

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

4.4

**Standard 5: Faculty  
(Rank, Fall Term)**

?

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2 )		(FY 2 )		(FY 2 )		(FY 2 )		(FY 2 )	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty</b>										
Professor	25	28	22	31	22	38	22	37	25	42
Associate	8	14	9	17	9	16	9	18	7	20
Assistant	5	10	5	15	5	16	3	19	3	19
Instructor	1	5	1	9	1	10	1	9	1	9
Other										
Total	39	57	37	72	37	80	35	83	36	90

5.1

**(Appointments, Tenure, Departures, and Retirements, Full Academic Year)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2 )		(FY 2 )		(FY 2 )		(FY 2 )		(FY 2 )	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b># of Faculty Appointed</b>	2		1		0		2		3	
<b># of Faculty in Tenured Positions</b>	0		0		0		0		0	
<b># of Faculty Departing</b>	0		0		2		0		0	
<b># of Faculty Retiring</b>	3		0		2		2		0	

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3



**Standard 6: Students  
(Admissions, Fall Term)**

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior 2009	2 Years Prior 2010	1 Year Prior 2011	Current Year* 2012	Next Year Forward (goal) 2013
<b>Freshmen - Undergraduate</b>	?				
Completed Applications	766	873	538	587	600
Applications Accepted	555	663	464	526	539
Applicants Enrolled	491	526	427	456	469
% Accepted of Applied	72.5%	75.9%	86.2%	89.6%	89.8%
% Enrolled of Accepted	88.5%	79.3%	92.0%	86.7%	87.0%
<b>Percent Change Year over Year</b>					
Completed Applications	-	14.0%	-38.4%	9.1%	2.2%
Applications Accepted	-	19.5%	-30.0%	13.4%	2.5%
Applicants Enrolled	-	7.1%	-18.8%	6.8%	2.9%
<b>Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)</b>	?				
<b>Transfers - Undergraduate</b>	?				
Completed Applications	484	409	291	264	275
Applications Accepted	326	287	220	207	218
Applications Enrolled	250	209	165	158	169
% Accepted of Applied	67.4%	70.2%	75.6%	78.4%	79.3%
% Enrolled of Accepted	76.7%	72.8%	75.0%	76.3%	77.5%
<b>Master's Degree</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree - All Programs</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

**Standard 6: Students**  
**(Enrollment, Fall Census Date)**

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2009)	2 Years Prior (Fall 2010)	1 Year Prior (Fall 2011)	Current Year* (Fall 2012)	Next Year Forward (goal) (Fall 2013)
<b>UNDERGRADUATE</b>		?				
First Year	Full-Time Headcount	?	460	475	384	373
	Part-Time Headcount	?	411	409	397	457
	Total Headcount		871	884	781	830
	Total FTE	?	982.6	1,039.0	935.0	949.8
Second Year	Full-Time Headcount		158	188	188	171
	Part-Time Headcount		142	155	168	183
	Total Headcount		300	343	356	354
	Total FTE					
Third Year	Full-Time Headcount		-	-	-	-
	Part-Time Headcount		-	-	-	-
	Total Headcount		-	-	-	-
	Total FTE		-	-	-	-
Fourth Year	Full-Time Headcount		-	-	-	-
	Part-Time Headcount		-	-	-	-
	Total Headcount		-	-	-	-
	Total FTE		-	-	-	-
Unclassified	Full-Time Headcount	?	-	-	-	-
	Part-Time Headcount		-	-	-	-
	Total Headcount		-	-	-	-
	Total FTE		-	-	-	-
Total Undergraduate Students						
	Full-Time Headcount		618	663	572	544
	Part-Time Headcount		553	564	565	640
	Total Headcount		1,171	1,227	1,137	1,184
	Total FTE		982.6	1,039.0	935.0	949.8
	% Change FTE Undergraduate		na	5.7%	-10.0%	1.6%
<b>GRADUATE</b>		?				
	Full-Time Headcount	?	-	-	-	-
	Part-Time Headcount	?	-	-	-	-
	Total Headcount		-	-	-	-
	Total FTE	?	-	-	-	-
	% Change FTE Graduate		na	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount		1,171	1,227	1,137	1,184
	Grand Total FTE		982.6	1,039.0	935.0	949.8
	% Change Grand Total FTE		na	5.7%	-10.0%	1.6%

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.



## Standard 6: Students (Financial Aid, Debt, and Developmental Courses)

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

<http://www.lrcc.edu/about-lrcc/mission-vision>

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
(FY 2010 )	(FY 2011 )	(FY 2012 )	(FY 2013 )	(FY 2014 )

### ? Student Financial Aid

Total Federal Aid	\$5,668,911	\$6,513,650	\$6,456,876	\$6,859,088	\$7,200,000
Grants	\$1,525,244	\$1,967,908	\$1,894,301	\$2,117,851	\$2,300,000
Loans	\$4,111,747	\$4,514,981	\$4,531,180	\$4,711,149	\$4,950,000
Work Study	\$31,920	\$30,761	\$31,395	\$30,088	\$32,000
Total State Aid	\$373,600	\$381,875	\$31,550	\$5,950	\$31,000
Total Institutional Aid	\$52,416	\$75,419	\$73,026	\$108,043	\$105,000
Grants	\$52,416	\$75,419	\$73,026	\$108,043	\$105,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$58,991	\$142,880	\$129,430	\$97,000	\$92,000
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$58,991	\$142,880	\$131,330	\$97,090	\$92,000

### Student Debt

Percent of students graduating with debt\*\*

Undergraduates	74%	77%	72%	tbd	
Graduates	0%	0%	0%	tbd	

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$133.29	\$144.33	\$148.61	tbd	
Graduates	\$0.00	\$0.00	\$0.00	tbd	

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					

### Cohort Default Rate

12	8.7	8.7		
----	-----	-----	--	--

### Percent of First-year students in Developmental Courses\*\*\*

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

\*\*All students who graduated should be included in this calculation.

\*\*\* Courses for which no credit toward a degree is granted.



**Standard 9: Financial Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

FISCAL YEAR ENDS month & day: (   /   )		2 Years Prior (FY 2   )	1 Year Prior (FY 2   )	Most Recent Year	Percent Change 2 yrs-1 yr prior    1 yr-most recent	
	ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	\$231,953	\$517,525	\$202,578	123.1%    -60.9%
	?	CASH HELD BY STATE TREASURER			-	-
	?	DEPOSITS HELD BY STATE TREASURER			-	-
	?	ACCOUNTS RECEIVABLE, NET			-	-
	?	CONTRIBUTIONS RECEIVABLE, NET			-	-
	?	INVENTORY AND PREPAID EXPENSES			-	-
	?	LONG-TERM INVESTMENTS			-	-
	?	LOANS TO STUDENTS			-	-
	?	FUNDS HELD UNDER BOND AGREEMENT			-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	\$13,895,463	\$14,261,671	\$7,267,631	2.6%    -49.0%
	?	OTHER ASSETS			-	-
		TOTAL ASSETS	\$14,127,416	\$14,779,196	\$7,470,209	4.6%    -49.5%
	LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$630,286	\$1,275,959	\$12,419	102.4%    -99.0%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES			-	-
	?	DUE TO STATE			-	-
	?	DUE TO AFFILIATES			-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS			-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS			-	-
	?	LONG TERM DEBT			-	-
	?	REFUNDABLE GOVERNMENT ADVANCES			-	-
	?	OTHER LONG-TERM LIABILITIES			-	-
		TOTAL LIABILITIES	\$630,286	\$1,275,959	\$12,419	102.4%    -99.0%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	\$14,127,416	\$14,261,671	\$7,457,790	1.0%    -47.7%
	?	FOUNDATION			-	-
		TOTAL	\$14,127,416	\$14,261,671	\$7,457,790	1.0%    -47.7%
	TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL			-	-
	?	FOUNDATION			-	-
		TOTAL	\$0	\$0	\$0	-    -
	PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL			-	-
	?	FOUNDATION			-	-
		TOTAL	\$0	\$0	\$0	-    -
		TOTAL NET ASSETS	\$14,127,416	\$14,261,671	\$7,457,790	1.0%    -47.7%
		TOTAL LIABILITIES AND NET ASSETS	\$14,757,702	\$15,537,630	\$7,470,209	5.3%    -51.9%



**Standard 9: Financial Resources**  
**(Statement of Revenues and Expenses)**

FISCAL YEAR ENDS month & day: ( / )		3 Years Prior (FY2 )	2 Years Prior ( )	(FY2 )	Most Recently Completed Year (FY 2 )	Current Budget* (FY 2 )	Next Year Forward (FY 2 )
<b>OPERATING REVENUES</b>							
P	TUITION & FEES	\$5,667,975	\$5,706,238		\$5,920,243	\$6,014,603	\$5,490,989
P	ROOM AND BOARD				\$0	\$0	\$0
P	LESS: FINANCIAL AID	\$1,544,932	\$2,048,120		\$1,998,718	\$1,998,718	\$1,998,718
	NET STUDENT FEES	\$7,212,907	\$7,754,358		\$7,918,961	\$8,013,321	\$7,489,707
P	GOVERNMENT GRANTS & CONTRACTS	\$305,674	\$512,545		\$327,209	\$915,169	\$915,169
P	PRIVATE GIFTS, GRANTS & CONTRACTS						\$0
P	OTHER AUXILIARY ENTERPRISES						\$0
	ENDOWMENT INCOME USED IN OPERATIONS						\$0
P	OTHER REVENUE (specify):						\$0
	OTHER REVENUE (specify):						\$0
	NET ASSETS RELEASED FROM RESTRICTIONS						\$0
	<b>TOTAL OPERATING REVENUES</b>	<b>\$7,518,581</b>	<b>\$8,266,903</b>		<b>\$8,246,170</b>	<b>\$8,928,490</b>	<b>\$8,404,876</b>
<b>OPERATING EXPENSES</b>							
P	INSTRUCTION	\$3,764,730	\$4,433,307		\$5,250,824	\$5,480,033	\$5,480,033
P	RESEARCH		\$0		\$0	\$0	\$0
P	PUBLIC SERVICE		\$0		\$0	\$0	\$0
P	ACADEMIC SUPPORT	\$398,296	\$440,825		\$1,485,632	\$1,485,632	\$1,485,632
P	STUDENT SERVICES	\$490,033	\$496,535		\$556,986	\$556,986	\$556,986
P	INSTITUTIONAL SUPPORT	\$4,412,000	\$5,027,693		\$2,718,684	\$9,102,761	\$3,353,466
	FUNDRAISING AND ALUMNI RELATIONS	\$0	\$0		\$0	\$0	\$0
P	OPERATION, MAINTENANCE OF PLANT (if not allocated)						
P	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$1,590,315	\$2,371,790		\$2,393,147	\$1,998,718	\$1,998,718
P	AUXILIARY ENTERPRISES	\$0	\$0		\$0	\$0	\$0
P	DEPRECIATION (if not allocated)					\$0	\$0
P	OTHER EXPENSES (specify):					\$0	\$0
	OTHER EXPENSES (specify):					\$0	\$0
	<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$10,655,374</b>	<b>\$12,770,150</b>		<b>\$12,405,273</b>	<b>\$18,624,130</b>	<b>\$12,874,835</b>
	<b>CHANGE IN NET ASSETS FROM OPERATIONS</b>	<b>(\$3,136,793)</b>	<b>(\$4,503,247)</b>		<b>(\$4,159,103)</b>	<b>(\$9,695,640)</b>	<b>(\$4,469,959)</b>
<b>NON OPERATING REVENUES</b>							
P	STATE APPROPRIATIONS (NET)	\$3,686,676	\$3,825,613		\$3,334,790	\$3,311,553	\$4,469,959
P	INVESTMENT RETURN						\$0
P	INTEREST EXPENSE (public institutions)						\$0
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS						\$0
P	OTHER (specify):						\$0
	OTHER (specify):						\$0
	OTHER (specify):						\$0
	<b>NET NON OPERATING REVENUES</b>	<b>\$3,686,676</b>	<b>\$3,825,613</b>		<b>\$3,334,790</b>	<b>\$3,311,553</b>	<b>\$4,469,959</b>
	<b>INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES</b>	<b>\$549,883</b>	<b>(\$677,634)</b>		<b>(\$824,313)</b>	<b>(\$6,384,087)</b>	<b>\$0</b>
P	CAPITAL APPROPRIATIONS (public institutions)	\$365,625			\$205,922	\$6,384,077	
P	OTHER						
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$915,508</b>	<b>(\$677,634)</b>		<b>(\$618,391)</b>	<b>(\$10)</b>	<b>\$0</b>

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 9: Financial Resources  
(Statement of Debt)**

FISCAL YEAR ENDS month & day ( / )			3 Years Prior (FY2 )	2 Years Prior (FY2 )	Most Recently Completed Year (FY 2 )	Current Budget* (FY 2 )	Next Year Forward (FY 2 )
		<b>DEBT</b>					
		BEGINNING BALANCE	\$0	\$0	\$0	\$0	\$0
		ADDITIONS	\$0	\$0	\$0	\$0	\$0
		REDUCTIONS	\$0	\$0	\$0	\$0	\$0
		ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
		INTEREST PAID DURING FISCAL YEAR	\$0	\$0	\$0	\$0	\$0
		CURRENT PORTION	\$0	\$0	\$0	\$0	\$0
		<b>BOND RATING</b>					
		<b>DEBT COVENANTS (PLEASE DESCRIBE):</b>					

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.



**Standard 9: Financial Resources  
(Supplemental Data)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2 )	2 Years Prior (FY2 )	Most Recently Completed Year (FY 2 )	Current Budget* (FY 2 )	Next Year Forward (FY 2 )
<b>NET ASSETS</b>						
	NET ASSETS BEGINNING OF YEAR	\$12,652,258	\$13,497,129	\$13,503,235	\$7,457,790	
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$844,871	\$6,106	(\$6,045,445)		
	NET ASSETS END OF YEAR	\$13,497,129	\$13,503,235	\$7,457,790	\$7,457,790	\$0
<b>FINANCIAL AID</b>						
	SOURCE OF FUNDS					
	UNRESTRICTED INSTITUTIONAL	\$123,892	\$127,496	\$114,180	\$114,180	\$114,180
	FEDERAL, STATE & PRIVATE GRANTS	\$1,714,208	\$2,520,643	\$2,485,970	\$2,485,970	\$2,485,970
	RESTRICTED FUNDS					
	TOTAL	\$1,838,100	\$2,648,139	\$2,600,150	\$2,600,150	\$2,600,150
	% DISCOUNT OF TUITION & FEES					
?	% UNRESTRICTED DISCOUNT					
<b>PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:</b>						

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

## Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	<a href="http://www.lrcc.edu/forms/connect-with-us">http://www.lrcc.edu/forms/connect-with-us</a>	LRCC Catalog; Student Handbook
Notice of availability of publications and of audited financial statement or fair summary	< <a href="http://www.lrcc.edu/about-lrcc/institutional-research">http://www.lrcc.edu/about-lrcc/institutional-research</a> >; < <a href="http://www.lrcc.edu/about-lrcc/accreditation">http://www.lrcc.edu/about-lrcc/accreditation</a> >	LRCC Fact Book LRCC Self Study-Standard Nine
Institutional catalog	<a href="http://www.lrcc.edu/academics/college-catalogs">http://www.lrcc.edu/academics/college-catalogs</a>	LRCC Catalog
Obligations and responsibilities of students and the institution	<a href="http://www.lrcc.edu/academics/academic-disclosure">http://www.lrcc.edu/academics/academic-disclosure</a>	LRCC Catalog; Student Handbook
Information on admission and attendance	< <a href="http://www.lrcc.edu/Admissions/Admissions">http://www.lrcc.edu/Admissions/Admissions</a> > < <a href="http://www.lrcc.edu/student-resources/attendance-policy">http://www.lrcc.edu/student-resources/attendance-policy</a> >	LRCC Catalog; Student Handbook; Faculty/Staff Hndbk.
Institutional mission and objectives	<a href="http://www.lrcc.edu/about-lrcc/mission-vision">http://www.lrcc.edu/about-lrcc/mission-vision</a>	LRCC Catalog; Student Handbook; Faculty/Staff Hndbk.
Expected educational outcomes	<a href="http://www.lrcc.edu/admissions/financial/prospective/course-outcomes">http://www.lrcc.edu/admissions/financial/prospective/course-outcomes</a>	LRCC Catalog (program areas)
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://www.lrcc.edu/about-lrcc">http://www.lrcc.edu/about-lrcc</a>	LRCC Catalog
Requirements, procedures and policies re: admissions	<a href="http://www.lrcc.edu/Admissions/Admissions">http://www.lrcc.edu/Admissions/Admissions</a>	LRCC Catalog; Student Handbook
Requirements, procedures and policies re: transfer credit	<a href="http://www.lrcc.edu/admissions/getting-started/transfer-credits">http://www.lrcc.edu/admissions/getting-started/transfer-credits</a>	LRCC Catalog; Student Handbook; Faculty/Staff Hndbk
A list of institutions with which the institution has an articulation agreement	<a href="http://www.lrcc.edu/academics/articulation-agreements">http://www.lrcc.edu/academics/articulation-agreements</a>	LRCC Catalog
Student fees, charges and refund policies	< <a href="http://www.lrcc.edu/admissions/financial/tuition-fees">http://www.lrcc.edu/admissions/financial/tuition-fees</a> > < <a href="http://www.lrcc.edu/student-resources/business-office">http://www.lrcc.edu/student-resources/business-office</a> >	LRCC Catalog; Student Handbook
Rules and regulations for student conduct	<a href="http://www.lrcc.edu/student-resources/attendance-policy">http://www.lrcc.edu/student-resources/attendance-policy</a>	LRCC Catalog; Student Handbook
Procedures for student appeals and complaints	<a href="http://www.lrcc.edu/academics/academic-standing-review">http://www.lrcc.edu/academics/academic-standing-review</a>	LRCC Catalog; Student Handbook
Other information re: attending or withdrawing from the institution	<a href="http://www.lrcc.edu/academics/academic-disclosure">http://www.lrcc.edu/academics/academic-disclosure</a>	LRCC Catalog; Student Handbook
Academic programs	<a href="http://www.lrcc.edu/academics/academic-programs">http://www.lrcc.edu/academics/academic-programs</a>	LRCC Catalog
Courses currently offered	<a href="http://www.lrcc.edu/sites/default/files/content/documents/Spring-2014-Flyer.pdf">http://www.lrcc.edu/sites/default/files/content/documents/Spring-2014-Flyer.pdf</a>	LRCC Spring Flyer
Other available educational opportunities	< <a href="http://www.lrcc.edu/academics/certificates/advanced-manufacturing">http://www.lrcc.edu/academics/certificates/advanced-manufacturing</a> >; < <a href="http://www.lrcc.edu/advanced%20manufacturing/workready%20nh">http://www.lrcc.edu/advanced%20manufacturing/workready%20nh</a> >; <a href="http://www.lrcc.edu/sites/default/files/content/documents/2014-Workshops.pdf">http://www.lrcc.edu/sites/default/files/content/documents/2014-Workshops.pdf</a> < <a href="http://www.lrcc.edu/academics/running-start-program">http://www.lrcc.edu/academics/running-start-program</a> >;	LRCC Noncredit Workshops Flyer; Newsletters,
Other academic policies and procedures	<a href="http://www.lrcc.edu/academics/academic-policies">http://www.lrcc.edu/academics/academic-policies</a>	LRCC Catalog; Student Handbook
Requirements for degrees and other forms of academic recognition	<a href="http://www.lrcc.edu/academics">http://www.lrcc.edu/academics</a>	LRCC Catalog; Student Handbook
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	<a href="http://www.lrcc.edu/contact-us/faculty-staff-directories">http://www.lrcc.edu/contact-us/faculty-staff-directories</a>	LRCC Catalog;
Names and positions of administrative officers	<a href="http://www.lrcc.edu/about-lrcc/administration">http://www.lrcc.edu/about-lrcc/administration</a>	LRCC Catalog
Names, principal affiliations of governing board members	<a href="http://www.lrcc.edu/about-lrcc/advisory-board-2013-2014">http://www.lrcc.edu/about-lrcc/advisory-board-2013-2014</a>	LRCC Catalog
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="http://www.ccsnh.edu/">http://www.ccsnh.edu/</a>	System Program Guide
Programs, courses, services, and personnel not available in any given academic year	<a href="http://www.lrcc.edu/academics/college-catalogs">http://www.lrcc.edu/academics/college-catalogs</a>	LRCC Catalog
Size and characteristics of the student body	< <a href="http://www.lrcc.edu/about-lrcc/institutional-research">http://www.lrcc.edu/about-lrcc/institutional-research</a> > < <a href="http://www.lrcc.edu/about-lrcc/about-lrcc">http://www.lrcc.edu/about-lrcc/about-lrcc</a> > < <a href="http://www.lrcc.edu/about-lrcc/history">http://www.lrcc.edu/about-lrcc/history</a> >	LRCC Catalog
Description of the campus setting	< <a href="http://www.lrcc.edu/about-lrcc">http://www.lrcc.edu/about-lrcc</a> > < <a href="http://www.lrcc.edu/student-resources/the-learning-center">http://www.lrcc.edu/student-resources/the-learning-center</a> >; < <a href="http://www.lrcc.edu/student-resources/bennett-library">http://www.lrcc.edu/student-resources/bennett-library</a> >	LRCC Catalog LRCC Catalog; Student Handbook; Faculty/Staff Hndbk.
Availability of academic and other support services		
Range of co-curricular and non-academic opportunities available to students	<a href="http://www.lrcc.edu/student-resources/clubs-organizations">http://www.lrcc.edu/student-resources/clubs-organizations</a>	Student Handbook
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://www.lrcc.edu/about-lrcc">http://www.lrcc.edu/about-lrcc</a>	LRCC Catalog
Institutional goals for students' education	<a href="http://www.lrcc.edu/about-lrcc/mission-vision">http://www.lrcc.edu/about-lrcc/mission-vision</a>	LRCC Catalog; Student Handbook
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="http://www.lrcc.edu/about-lrcc/institutional-research">http://www.lrcc.edu/about-lrcc/institutional-research</a>	LRCC Catalog
Total cost of education, including availability of financial aid and typical length of study	<a href="http://www.lrcc.edu/admissions/financial/tuition-and-fees/2013-2014-cost-estimates-by-academic-program">http://www.lrcc.edu/admissions/financial/tuition-and-fees/2013-2014-cost-estimates-by-academic-program</a>	Cost Estimate by Academic Program; Contact FA Office
Expected amount of student debt upon graduation	<a href="http://www.lrcc.edu/admissions/net-price-calculator">http://www.lrcc.edu/admissions/net-price-calculator</a>	Contact Financial Aid Office
Statement about accreditation	<a href="http://www.lrcc.edu/about-lrcc/accreditation">http://www.lrcc.edu/about-lrcc/accreditation</a>	LRCC Catalog; Student Handbook; Faculty/Staff Hndbk.



# Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2014	<a href="http://www.lrc.edu/academics/academic-policies">http://www.lrc.edu/academics/academic-policies</a>	Academic Affairs
Intellectual property rights	2013	<a href="http://www.lrc.edu/about-lrc/social-media-policy">www.lrc.edu/about-lrc/social-media-policy</a>	Student Affairs
Conflict of interest	2008	<a href="http://www.lrc.edu/sites/default/files/content/documents/LRCCSelfStudy2008.pdf">www.lrc.edu/sites/default/files/content/documents/LRCCSelfStudy2008.pdf</a>	Inst. Research
Privacy rights	2013	<a href="http://www.lrc.edu/academics/registrar-office/notice-of-disclosure">www.lrc.edu/academics/registrar-office/notice-of-disclosure</a>	Registrar's Office
	2013	<a href="http://www.lrc.edu/academics/registrar-office/student-rights">www.lrc.edu/academics/registrar-office/student-rights</a>	Student Affairs
Fairness for students	2013	<a href="http://www.lrc.edu/student-resources/student-handbook/rights-and-responsibilities">www.lrc.edu/student-resources/student-handbook/rights-and-responsibilities</a>	Student Affairs
		<a href="http://www.lrc.edu/sites/default/files/content/documents/SSD-Handbook-2013-2014.pdf">www.lrc.edu/sites/default/files/content/documents/SSD-Handbook-2013-2014.pdf</a>	
Fairness for faculty	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook.pdf">www.lrc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook.pdf</a>	
Fairness for staff	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf">www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf</a>	Academic Affairs
Academic freedom	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf">www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf</a>	Academic Affairs
Other			Academic Affairs
Other			

## Non-discrimination policies

Recruitment and admission	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook.pdf">www.lrc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook.pdf</a>	Student Affairs
	2008	<a href="http://www.lrc.edu/sites/default/files/content/documents/LRCCSelfStudy2008.pdf">www.lrc.edu/sites/default/files/content/documents/LRCCSelfStudy2008.pdf</a>	Inst. Research
Employment	2013	<a href="http://www.lrc.edu/academics/academic-policies/notice-of-non-discrimination">www.lrc.edu/academics/academic-policies/notice-of-non-discrimination</a>	Academic Affairs
Evaluation	2013	<a href="http://www.lrc.edu/academics/academic-policies/notice-of-non-discrimination">www.lrc.edu/academics/academic-policies/notice-of-non-discrimination</a>	Academic Affairs
Disciplinary action	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/Campus-Safety-Report-2012-LRCC.pdf">www.lrc.edu/sites/default/files/content/documents/Campus-Safety-Report-2012-LRCC.pdf</a>	Student Affairs
		<a href="http://www.lrc.edu/policy-drug-free-workplace">www.lrc.edu/policy-drug-free-workplace</a>	Academic Affairs
		<a href="http://www.lrc.edu/academics/academic-policies">www.lrc.edu/academics/academic-policies</a>	Academic Affairs
Advancement	2013	<a href="http://www.lrc.edu/academics/academic-policies/notice-of-non-discrimination">www.lrc.edu/academics/academic-policies/notice-of-non-discrimination</a>	Academic Affairs
Other			Academic Affairs

## Resolution of grievances

Students	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook.pdf">www.lrc.edu/sites/default/files/content/documents/2013-2014-Student-Handbook.pdf</a>	Student Affairs
Faculty	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf">www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf</a>	Academic Affairs
Staff	2013	<a href="http://www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf">www.lrc.edu/sites/default/files/content/documents/Faculty-Staff-Handbook-2013-2014.pdf</a>	Academic Affairs
Other	2008	<a href="http://www.lrc.edu/sites/default/files/content/documents/LRCCSelfStudy2008.pdf">www.lrc.edu/sites/default/files/content/documents/LRCCSelfStudy2008.pdf</a>	Inst. Research

Other	Last Updated	Relevant URL or Publication	or Committee
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Appendix E  
S Data Forms

**Form S1. RETENTION AND GRADUATION RATES**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2011 )	Goal for 2012
<b>IPEDS Retention Data <sup>1</sup></b>					
<b>FT/PT</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	
Associate degree students	70%/47%	64%/44%	57%/42%	61%/40%	61%/40%
Bachelors degree students	NA	NA	NA	NA	NA
<b>IPEDS Graduation Data within 150% time (3 years)</b>					
	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	
Associate degree students	31%	39%	43%	36%	36%
Bachelors degree students	NA	NA	NA	NA	NA
<b>IPEDS Graduation Rate within 200% time (4 years)</b>					
	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	
Associate degree students	32%	41%	47%	Not available	
<b>Other Undergraduate Graduation Rates (2)</b>					
a					
b					
c					
<b>Graduate programs *</b>					
Retention rates first-to-second year (3)	NA	NA	NA	NA	NA
Graduation rates @ 150% time (4)	NA	NA	NA	NA	NA
<b>Distance Education</b>					
	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	
Course completion rates (5)	66%	81%	87%	85%	85%
Success rates (grades of C or above) (6)	77%	80%	63%	71%	71%
Retention rates (7)	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
<b>Branch Campus and Instructional Locations</b>					
Course completion rate (9)	91%	91%	92%	90%	92%
Success rates (grade of C or above) (10)	85%	82%	84%	85%	85%
Retention rates (11)	NA	NA	NA	NA	NA
Graduation rates (12)	NA	NA	NA	NA	NA
<b>Definition and Methodology Explanations</b>					
1	IPEDS Retention Rate is based on Frist time Degree seeking students				
2					
3					
4					
5	Cognos: Academic History (Grades not equal to AF, W, WP, WF)				
6	Cognos: Academic History (Grades not equal to AF, W, WP, WF)				
7					
8					
9	Cognos: Academic History (Includes only credit bearing courses – not AF,W,WP,WF)				
10	Cognos: Academic History (Includes only those who completed credit bearing courses – not AF,W,WP, WF)				
* An institution offering graduate degrees must complete this portion.					

**Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS**

<b>Measures of Student Achievement and Success/ Institutional Performance and Goals</b>		<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Most Recent Year (201_)</b>	<b>Goal for 201_</b>
<b>Success of Students Pursuing Higher Degree</b>						
1		NA	NA	NA	NA	
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
<b>Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)</b>						
1		NA	NA	NA	NA	
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
<b>Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared</b>						
1						
2						
3						
4						
<b>Definition and Methodology Explanations</b>						
<b>Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)</b>						
1						
2						
3						
<b>Definition and Methodology Explanations</b>						
<b>Other (Specify Below)</b>						
1						
2						
<b>Definition and Methodology Explanations</b>						



**Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES**

<b>State Licensure Passage Rates *</b>		<b>3 Years Prior Year 2009</b>	<b>2 Years Prior Year 2010</b>	<b>1 Year Prior Year 2011</b>	<b>Most Recent Year 2012</b>	<b>Goal for 2013</b>
1	Board of Nursing,	83.33%	95.45%	84.38%	84.62%	
		Grad Yr 2006	Grad Yr 2007	Grad Yr 2008	Grad Yr 2009	Goal for Grad Yr 2010
2	NH Journeyman Electrician (a)	72%	47%	42%	24%	50% by 2014
3	NH Master Electrician (b)	25%	7%	13%	NA	15% by 2015

**National Licensure Passage Rates \***

1						
2						
3						
4						
5						

**Job Placement Rates \*\***

		<b>Grad Yr 2008</b>	<b>Grad Yr 2009</b>	<b>Grad Yr 2010</b>	<b>Grad Yr 2011</b>	<b>Grad Yr 2012</b>
1	Employed in field of study (c)	41%	52%	37%	Not Available	30%
2	Employed in other field (c)	47%	43%	57%	Not Available	64%
3	Not Employed (c)	12%	5%	6%	Not Available	6%

\* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

\*\* For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institute on is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

**Institutional Notes of Explanation**

a	NH Journeyman Electrician Exam is taken approximately 3 years after graduation
b	NH Master Electrician Exam is taken approximately 5 years after graduation
c	Graduation Surveys (at the time of graduation)
d	
e	
f	

**Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID**

		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
<b>Completion Rates *</b>						
1	Accounting	1	3	1		
2	Adm. Office Asst.	0	0	1		
3	Associate Teacher	5	6	4		
4	Baking and Pastry	7	2	0		
5	Business Management	1	3	0		
6	Dev. Disabilities	0	0	3		
7	Early Childhood Adv.	2	2	3		
8	Electrical. Systems Inst. Maintenance	2	2	2		
9	Fire Protection	0	1	0		
10	Fire Science	0	1	0		
11	Graphic Design	0	0	2		
12	Human Services	0	1	0		
13	Lead Teacher	1	7	4		
14	Massage Therapy	0	3	0		
15	Marine Technology	5	1	2		
16	Medical Office Asst.	2	1	4		
17	Network Adm.	0	1	1		
18	PC Systems Manager	0	1	0		
19	Restaurant Management	1	0	0		
<b>Placement Rates **</b>						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
<p>* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.</p> <p>** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.</p>						

Marine Technology	Yes	<p>College Catalog Online Catalog <a href="http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf">http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf</a> Individual Course Syllabi include the outcomes for each course within the program. Printed program profiles on display in campus lobby.</p>	<p>Each student has a portfolio with degree evaluation on file. The file is reviewed frequently through the students path to degree.</p>	<p>Faculty Observation and communication from past graduates who return for continuing education. Feedback from the employer site visits for the required independent work study.</p>	<p>Minimum grade requirement has been added to the entry level courses to meet the standards of the new technologies found in the industry. All courses are annually reviewed and updated to match these new technologies</p>	<p>Marine Advisory board meeting April, 3<sup>rd</sup> 2013</p>
Media Arts	Yes	<p>College Catalog Online Catalog <a href="http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf">http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf</a> Individual Course Syllabi include the outcomes for each course within the program. Printed program profiles on display in campus lobby.</p>	<p>Projects Presentations Critiques Capstone project</p>	<p>Faculty address these relative to each course</p>	<p>Course descriptions and requirements may be altered or updated for relevance</p>	<p>Program Advisory Committee Fall 2013</p>
Nursing	Yes	<p>College Catalog Online Catalog <a href="http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf">http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf</a> Individual Course Syllabi include the outcomes for each course within the program.</p>	<p>Two MSN, RN capstone projects have been completed in our department (2013). There were 2 preceptors evaluating the outcomes of the projects. One project was to design a clinical evaluation tool for RN students that is evidence-based, has measurable outcomes, and offers students self-</p>	<p>Faculty Preceptors evaluated the projects and worked with the MSN candidates advisors at Walden University to</p>	<p>The new clinical evaluation tool has been implemented into our curriculum and has proven to be</p>	<p>NH Board of Nursing Review Spring 2013</p>



		Printed program profiles on display in campus lobby.	<p>reflection.</p> <p>The other capstone project was to develop a user friendly guide to operate SIM Essentials in our SIM Lab. Both capstone candidates presented their projects to the college nursing faculty.</p>	ensure all requirements were met for the projects at an MSN level of education.	very effective. The simulation project has fostered improved understanding of operating the mannequins and the need for technology in nursing and the benefits of such.	
Office Technology/ Med. Office Asst.	Yes	<p>College Catalog Online Catalog <a href="http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf">http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf</a></p> <p>Individual Course Syllabi include the outcomes for each course within the program. Printed program profiles on display in campus lobby.</p>	<p>Internship options; national certification opportunities; Business Club membership opportunities; community sponsored partnerships (chamber/Young Professionals Group); Articulation agreements with several four-year institutions</p>	Faculty; Field supervisors, advisory board	The college is in the process of revising the program requirements to align with workforce skills and expectations, as well as transferability to four-year institutions	In process
Pastry Arts	Yes	<p>College Catalog Online Catalog <a href="http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf">http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf</a></p>	Students carry out a major capstone project.	Faculty address these relative to each course	Course descriptions and requirements may be altered or updated for relevance	New Program

Restaurant Management	Yes	Individual Course Syllabi include the outcomes for each course within the program. Printed program profiles on display in campus lobby. College Catalog Online Catalog <a href="http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf">http://www.lrcc.edu/sites/default/files/content/documents/catalogs/2013-2014-LRCC-Catalog.pdf</a> Individual Course Syllabi include the outcomes for each course within the program. Printed program profiles on display in campus lobby.	Students are evaluated for performance in back and front of the student-run restaurant, interaction with others, and employer feedback from co-op experience evaluations.	Faculty address these relative to each course	Course descriptions and requirements may be altered or updated for relevance	Has not gone through Formal Program Review
Institutions selecting E1a should also include E1b.						

# **OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
GM ASEP Automotive NATEF	NATEF accreditation review by ASEP Advisory Committee.	Advisory Committee minutes of December 2013. Annual surveys to dealerships and to graduates; Advisory committee cited a lack of bench workspace and floor space as an impediment. Safety tape marking work spaces and foot traffic in the shops and practice of consistent annual surveys. We are addressing these issues.	Reference NATEF Evaluation Handbook or <a href="http://www.natef.org">www.natef.org</a> ; International Association of GM Automotive Service Education Programs (IAGMASEP); <a href="https://gmasep.org/index.php">https://gmasep.org/index.php</a>	2014
Auto Technology		NATEF accreditation needed. Establish an Advisory Committee	Reference NATEF Evaluation Handbook or <a href="http://www.natef.org">www.natef.org</a>	2015
Nursing	NH Board of Nursing	Pass Rate for the 2012 & 2013 classes	Reference Nursing Program regulations of the NH Board of Nursing	Spring 2014



## Appendix F

### Core Competency Assessment Data Forms

- A. Individual Core Competency Checklist
- B. Sample Completed Individual Course Competency Checklist, 4 pages  
For Course: HUS 122 Supportive Communication Skills
- C. Sample Degree Program Assessment Summary for Human Services Degree Program, 4 pages

# LAKES REGION COMMUNITY COLLEGE

## Individual Course Competency Checklist

<b>Course No.</b>	<b>Title:</b>
-------------------	---------------

<b>Department:</b>	<b>Faculty:</b>
--------------------	-----------------

1. For each competency listed below, please indicate (Yes or No) as to whether or not your students learn and demonstrate the competency as a result of taking your course.
2. If yes to step 1, please indicate (Yes or No) as to whether or not the competency is assessed.
3. If yes to step 2, please indicate the activities involved in measuring their attainment.

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>HUMAN RELATINONSHIP SKILLS</u></b>			
1.01	Identify personal and professional ethical standards, stated and implied.			
1.02	Analyze ethical and moral issues.			
1.03	Use time management skills to meet schedules and deadlines.			
1.04	Demonstrate observance of rules and standards appropriate to the environment.			
1.05	Recognize conflict management skills to promote growth and positive outcomes.			
1.06	Use praise and criticism as a basis for personal and professional development.			
1.07	Participate as a team member to implement and evaluate a plan.			
1.08	Evaluate role as a team member			
1.09	Discuss how perceptions about individual and group differences (e.g. intellectual, physical, emotional, gender, values, geographic, ethnic, and socio-economic) affect judgment and relationships			
1.10	Work independently with periodic supervision and feedback			

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>Communication Skills</u></b>			
2.01	Demonstrate the skills to construct meaning from multiple sources.			
2.02	Demonstrate the ability to read, comprehend, and retain professional and nonprofessional materials.			
2.03	Document work performed within the fields of study.			
2.04	Write directions which are understandable and accurate.			
2.05	Write correspondence and reports as required by the fields of study.			
2.06	Use correct grammar, language, spelling, and punctuation.			

	COMPETENCY	1.	2.	3. (ACTIVITY)
2.07	Present views which are informed, logical, and organized.			
2.08	Make an effective presentation to a group.			
2.09	Write research papers using standard criteria (e.g. MLA, APA, etc.)			
2.10	Participate cooperatively in one-on-one and group discussion.			
2.11	Demonstrate public speaking skills.			
2.12	Apply the elements of successful interview techniques.			
2.13	Apply techniques of successful job and/or transfer application process.			
2.14	Use active listening skills with various audiences.			
2.15	Follow written and oral directions.			
2.16	Select resources appropriate to the research topic.			
2.17	Integrate materials from resources in oral and/or written presentations.			
2.18	Demonstrate awareness of various audiences and purposes for both written and oral communications.			

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><i>Critical Thinking</i></b>			
3.01	Analyze an issue or problem before commenting, writing, or judging.			
3.02	Examine issues by identifying assumptions.			
3.03	Predict results from an analysis of a situation or problem.			
3.04	Categorize information.			
3.05	Sort relevant from irrelevant data.			
3.06	Integrate new information with known concepts.			
3.07	Use research and resources in decision-making processes.			
3.08	Propose possible solutions to identified problems.			
3.09	Develop long and short-term goals.			
3.10	Prioritize tasks and responsibilities.			
3.11	Create plans to meet goals.			
3.12	Select strategies to achieve plans.			
3.13	Implement strategies and plans.			
3.14	Evaluate strategies and plans to meet goals from a variety of perspectives.			
3.15	Evaluate credibility of information sources.			
3.16	Compare actual practice with the ideal.			
3.17	Apply specific information learned to solve problems.			



	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>GLOBAL PERSPECTIVE</u></b>			
4.01	Demonstrate awareness of the effect(s) that cultural differences have on world and personal perspectives.			
4.02	Demonstrate awareness of the development of cultural institutions and values.			
4.03	Demonstrate an awareness of current events and social issues.			
4.04	Discuss the changing position of the United States and other nations.			

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>MATHEMATICAL PROCESSES</u></b>			
5.01	Perform operations with rational numbers, percents, signed number, and ratios/proportions.			
5.02	Solve linear equations.			
5.03	Solve word problems involving linear equations.			
5.04	Estimate/extrapolate to solve problems.			
5.05	Interpret data accurately from tables, graphs and charts.			
5.06	Use calculators and/or computers to solve mathematical problems.			

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>SCIENTIFIC PROCESSES</u></b>			
6.01	Discuss the impact of science on society.			
6.02	Apply scientific method to solve problems.			
6.03	Document observations of measurable phenomena.			

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>TECHNICAL SKILLS</u></b>			
7.01	Describe what constitutes ethical behavior and legal requirements for a specific field of study.			
7.02	Apply the technical skills of the field of study.			
7.03	Apply principles for providing a safe working environment (e.g. local standards, national codes, government regulations, etc.)			
7.04	Operate equipment safely.			
7.05	Demonstrate basic computer proficiency relevant to the to the needs of the field of study.			
7.06	Use policies and procedures consistent with the mission of the organization.			
7.07	Demonstrate use of required instruments related to a field of study.			

	COMPETENCY	1.	2.	3. (ACTIVITY)
	<b><u>LEARNING SKILLS</u></b>			
8.01	Discuss the value of lifelong learning			
8.02	Assess own learning style, recognizing strengths and weaknesses associated with learning style preferences.			
8.03	Identify one's own academic strengths and areas of growth.			
8.04	Use determined strengths/weaknesses as a basis for current academic and future plans.			
8.05	Develop personal strategies for test preparation and test taking.			

Sample Degree Program Assessment Summary for Human Services Degree Program  
P.1 of 4

<b>A.S. human services</b>									
<b>Communication Skills</b>									
Question	Total courses	MANDATORY COURSES		Total Courses	ELECTIVES		% Assessed	Total Courses Assessed	Final % Assessed
		Total Assessed	% Assessed		Total Assessed	% Assessed			
2.01 Demonstrate the skills to construct meaning from multiple sources.	1	20	18	90%	1	1	100%	21	90%
2.02 Demonstrate the ability to read, comprehend, and retain professional and nonprofessional materials	2	20	18	90%	1	0	0%	21	86%
2.03 Document work performed within the fields of study	1	20	19	95%	1	0	0%	21	90%
2.04 Write directions which are understandable and accurate.	2	20	13	65%	1	1	100%	21	81%
2.05 Write correspondence and reports as required by the fields of study.	1	20	13	65%	1	1	100%	21	67%
2.06 Use correct grammar, language, spelling, and punctuation	2	20	3	15%	1	0	0%	21	67%
2.07 Present views which are informed, logical, and organized.	1	20	3	15%	1	0	0%	21	14%
2.08 Make an effective presentation to a group.	2	20	12	60%	1	0	0%	21	14%
2.09 Write research papers using standard criteria (e.g. MLA, APA, etc.)	2	20	12	60%	1	0	0%	21	57%
2.10 Participate cooperatively in one-on-one and group discussion.	1	20	12	60%	1	0	0%	21	57%
2.11 Demonstrate public speaking skills	2	20	11	55%	1	0	0%	21	52%
2.12 Apply the elements of successful interview techniques.	1	20	11	55%	1	0	0%	21	52%
2.13 Apply techniques of successful job and/or transfer application process.	2	20	18	90%	1	1	100%	21	90%
2.14 Use active listening skills with various audiences	2	20	16	80%	1	0	0%	21	76%
2.15 Follow written and oral directions	1	20	9	45%	1	0	0%	21	48%
2.16 Select resources appropriate to the research topic	2	20	7	35%	1	0	0%	21	43%
2.17 Integrate materials from resources in oral and/or written presentations	1	20	7	35%	1	0	0%	21	33%
2.18 Demonstrate awareness of various audiences and purposes for both written and oral communications	2	20	3	15%	1	0	0%	21	14%
	1	20	15	75%	1	1	100%	21	14%
	2	20	13	65%	1	0	0%	21	76%
	1	20	18	90%	1	1	100%	21	62%
	2	20	10	50%	1	1	100%	21	90%
	1	20	10	50%	1	0	0%	21	90%
	2	20	10	50%	1	0	0%	21	48%
	1	20	15	75%	1	0	0%	21	48%
	2	20	15	75%	1	0	0%	21	71%
	1	20	10	50%	1	0	0%	21	71%
	2	20	10	50%	1	0	0%	21	48%
	1	20	10	50%	1	0	0%	21	48%



**A.S. human services**

[illegible]

Sample Degree Program Assessment Summary for Human Services Degree Program  
P. 3 of 4

Communication Skills	Question	HUS 120	HUS 122	HUS 126	HUS 128	HUS 130	HUS 150	HUS 161	HUS 221	HUS 226	HUS 262	CIS 132	ENG 120	ENG 123	PHI 227	PSY 126	SCI 144	SOC 124	SOC 128	SOC 221	SOC 235	MAT 123	Total Courses ELECTIVES	Total Courses Assessed	% Assessed	Total Courses Assessed FINAL ASSESSMENT	Final % Assessed
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	Y	1	0	100%	21	90%
201	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	86%
202	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	90%
203	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	81%
204	2	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	1	100%	21	67%
205	1	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	14%
206	2	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	14%
207	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	57%
208	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	1	100%	21	95%
209	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	81%
210	2	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	62%
211	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	52%
212	2	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	52%
213	1	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	90%
214	2	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	43%
215	1	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	33%
216	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	14%
217	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	76%
218	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0	0%	21	62%
																						N	1	0	0%	21	90%
																						N	1	0	0%	21	90%
																						N	1	0	0%	21	48%
																						N	1	0	0%	21	71%
																						N	1	0	0%	21	71%
																						N	1	0	0%	21	48%
																						N	1	0	0%	21	48%

# Sample Degree Program Assessment Summary for Human Services Degree Program P. 4 of 4

Critical Thinking	Question	HUS 120	HUS 122	HUS 126	HUS 128	HUS 130	HUS 150	HUS 161	HUS 221	HUS 228	HUS 262	CIS 132	ENG 120	ENG 123	PHI 227	PSY 126	SCI 144	SOC 124	SOC 126	SOC 221	SOC 235	MAT 123	Total Courses ELECTIVES	% Assessed	Total Courses Assessed	Final % Assessed
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1				
301	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	81%
302	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	1	0%	21	14
303	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	67%
304	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	67%
305	1	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	62%
306	2	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	57%
307	1	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	48%
308	2	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	57%
309	1	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	67%
310	2	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	86%
311	1	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	81%
312	2	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	14%
313	1	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	17
314	2	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	3
315	1	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	3
316	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	17
317	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	14
317	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1	100%	21	15
																						Y	1	100%	21	71%