

# SELF-STUDY REPORT 2018

*Submitted to New England Commission of Higher Education (NECHE)*



379 Belmont Road | Laconia, NH 03246

# Table of Contents

Institutional Characteristics Form	i
Table of CIHE Actions, Items of Special Attention, or Concerns	ix
Introduction: The Self-Study Process	x
Institutional Overview: Lakes Region Community College	xiii
Standard 1: Mission and Purpose	1
Standard 2: Planning and Evaluation	6
Standard 3: Organization and Governance	16
Standard 4: The Academic Program	26
Standard 5: Students	44
Standard 6: Teaching, Learning, and Scholarship	53
Standard 7: Institutional Resources	63
Standard 8: Educational Effectiveness	76
Standard 9: Integrity, Transparency, and Public Disclosure	85
Appendix	
• Affirmation of Compliance with federal requirements of Title IV	A-1
• Invitation for Public Comment	A-2
• E-Series Forms on Student Achievement and Success	A-3
• Data First Form General Information	A-19
• Most recent audited financial statements (includes Auditor's management Letter.)	A-20
• List of supporting documents available in the workroom or provided electronically	A-64
• Glossary of terms	A-66

# Institutional Characteristics Form

## Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date: August 31, 2018

1. Corporate name of institution: **Lakes Region Community College**
2. Date institution was chartered or authorized: **1967**
3. Date institution enrolled first students in degree programs: **1968**
4. Date institution awarded first degrees: **1970**
5. Type of control:

Public	Private
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church)
(Specify)	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?  
State of New Hampshire – Associate of Arts, Associate in Science, Associate in Applied Science
7. Level of postsecondary offering (check all that apply)

<input checked="" type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs
	<input type="checkbox"/> Other (Specify)

## Institutional Characteristics Form

8. Type of undergraduate programs (check all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general    |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree)  | <input checked="" type="checkbox"/> Teacher preparatory         |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree      | <input type="checkbox"/> Professional                           |
|   | <input checked="" type="checkbox"/> Other: Non-credit workshops |

9. The calendar system at the institution is:

- ☒ Semester    
 ☐ Quarter    
 ☐ Trimester    
 ☐ Other \_\_\_\_

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate: 12 credit hours  
 b) Graduate: Not applicable credit hours  
 c) Professional: Not applicable credit hours

11. Student population:

a) Degree-seeking students: Fall 2017

	Undergraduate	Graduate	Total
Full-time student headcount	388	Not applicable	388
Part-time student headcount	473	Not applicable	473
FTE	692	Not applicable	692

b) Number of students (headcount) in non-credit, short-term courses: 133

## Institutional Characteristics Form

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Automotive Service Educational Program	International Association of General Motors Automotive Service Educational Program	1991	Annual review	
	National Institute for Automotive Service Excellence (ASE)	1995	2015	2019
Toyota T-Ten	Toyota Motors USA	2016		Ongoing
Marine Technology	Mercury University	1995	2017	2019
Computer Technologies	Microsoft	June 1999	June 2016	June 2019
	Apple	Sept. 2012	Not Required	Not Required
	CompTIA	Sept. 1999	Not Required	Not Required
	Oracle	June 2001	June 2018	June 2019
Nursing	Accreditation Commission for Education in Nursing (ACEN)	Feb. 2017	Feb. 2017	Feb. 2022

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Shaker Table Restaurant*		44.82%	3.75
B. Out-of-state Locations			
Not applicable			

\*Temporarily at Concord High School due to structural problems with our leased facility.

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
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## Institutional Characteristics Form

Not applicable		
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15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate, baccalaureate, masters, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Computer Technologies	Associate	50+	n/a*
Business Programs	Associate	50+	n/a*
Liberal Arts	Associate	50+	n/a*

\*In any given academic year, 50% or more of the courses can be offered online, but are not guaranteed to be offered online. Online enrollment is not currently tracked.

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Not applicable				

## Institutional Characteristics Form

17. List by name and title the chief administrative officers of the institution.

### Chief Administrative Officers

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Mr. Jeremy Hitchcock	Chairperson	2018
President/CEO	Dr. Larissa Baía	President	2018
Executive Vice President	Dr. Richard Underbakke	Interim VP of Academic and Student Affairs	2018
Chief Academic Officer	Dr. Richard Underbakke	Interim VP of Academic and Student Affairs	2018
Chief Financial Officer	Ms. Marsha Bourdon	Business Affairs Officer	2017
Chief Student Services Officer	Dr. Richard Underbakke	Interim VP of Academic and Student Affairs	2018
Planning and Development	Leadership Team		
Institutional Research	Ms. Laura LeMien	Registrar	2013
Assessment	Dr. Richard Underbakke	Interim VP of Academic and Student Affairs	2018
Library	Ms. Penelope Garrett	Interim Library Supervisor	2018
Continuing Education	Dr. Andrew Duncan	Workforce Development Coordinator	2015
Admissions	Ms. Joyce Larson	Director of Enrollment and Onboarding	2017
Registrar	Ms. Laura LeMien	Registrar	2013
Financial Aid	Ms. Kristen Purrington	Director of Financial Aid	2009
Public Relations	Marketing Committee		

## Institutional Characteristics Form

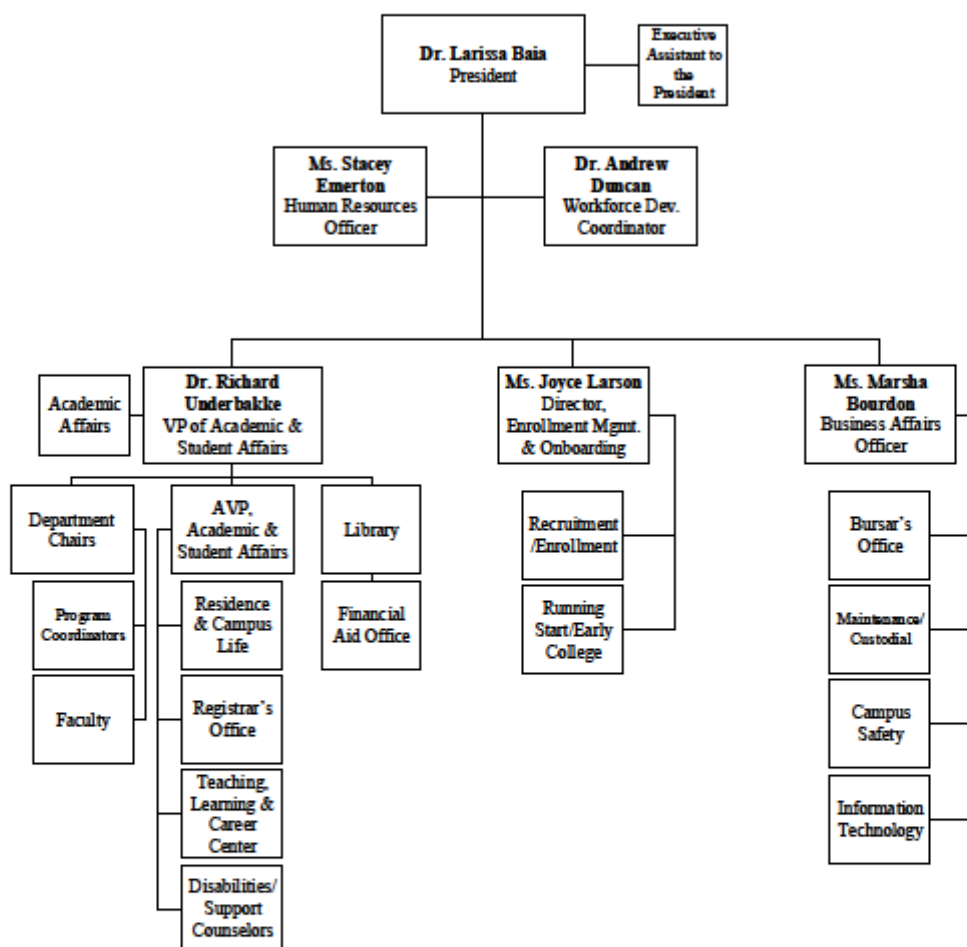
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18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
  - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
  - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
  - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

Included on the following page is an organizational chart showing the organizational structure of administration, academic affairs and student affairs.

# Institutional Characteristics Form

## Lakes Region Community College Organizational Structure



## Institutional Characteristics Form

19. Record briefly the central elements in the history of the institution:

### Central Elements in History of the Institution

Date	Event
1961	NH Legislature authorizes the creation of “Technical Institutes” (Concord) and “Vocational Technical Schools” (Manchester and Nashua) with plan for construction of vocational institutes in Berlin, Claremont and Laconia.
1967	NH Vocational Institute Laconia is established, and construction begins.
1968	The vocational technical institutes become a system of vocational technical colleges.
	The campus in Laconia opens as NH Vocational Technical College - Laconia
1970	College confers its first degrees.
1980	College’s only building undergoes a significant expansion with the addition of the Robert H. Turner wing.
1989	College’s name changes to New Hampshire Technical College - Laconia
1995	Legislation changes the Department of Post-Secondary Education to the Department of Regional Community Technical Colleges. Seven colleges are consolidated into four.
	NH Technical College – Laconia and NH Technical College – Berlin are combined into NH Community Technical College – Berlin/Laconia.
2003	NH Community Technical College – Berlin/Laconia undergoes its first accreditation by New England Association of Schools and College (NEASC)’s Commission on Institutions of Higher Education as a comprehensive community college.
2005	Center for the Arts and Technology (CAT) building opens its doors.
	Legislation reverses the early action consolidating the colleges reinstating seven individual colleges. College’s name is changed to NH Community Technical College – Laconia.
2007	Legislation eliminates the system of Regional Technical Colleges replacing it with the Community College System of NH (CCSNH), a seven-college system governed by a Board of Trustees.
2008	Governor and Council on recommendation of the Board of Trustees approve name change to Lakes Region Community College.
	Lakes Region Community College submits its self-study and receives accreditation from NEASC’s Commission on Institutions of Higher Education.
2013	New Health and Science building opens.
2014	Interim 5-year report submitted to NEASC.
2016	New Automotive building opens.
	LRCC’s residential program begins at the new Apple Ridge Student Apartments.
2018	LRCC graduates its largest class and submits its 2018 self-study.

## Table of CIHE Actions

<b>Date of Action (CIHE Letter date)</b>	<b>Detailed Actions, Items of Special Attention or Concerns</b>	<b>Addressed on Self-Study Page Number</b>
April 17, 2010 (June 2, 2009)	...that the College submit a report...to the institution's success in: taking steps to strengthen its capacity to use data to inform planning, decision-making and resource allocation, including implementing the Banner financial management system.	2010 Progress Report P 3
April 17, 2010 (June 2, 2009)	...that the College submit a report...: assuring sufficient financial resources to support its mission.	2010 Progress Report P 5
April 17, 2010 (June 2, 2009)	...that the College submit a report...to the institution's success in: using the results of its assessment and evaluation activities for improvement.	2010 Progress Report P 7
April 17, 2010 (June 2, 2009)	...that the College submit a report...: assuring appropriate support for students with identified academic weaknesses.	2010 Progress Report P 9
September 17, 2010 (November 16, 2010)	...the institution give emphasis to its success with: utilizing the results of assessment and evaluation activities in making improvements to the curriculum.	Standard 2 P 15 Standard 5 P 28
September 17, 2010 (November 16, 2010)	...the institution give emphasis to...continuing to ensure sufficient financial resources to support its mission.	Standard 9 P 42-43
September 19, 2013 (October 28, 2013)	...that Lakes Region Community College provide an update on the status of the Enhanced Credit Transfer Initiative in the self-study prepared in advance of the comprehensive evaluation scheduled for Fall 2018.	Standard 4 P 37
March 6, 2014 (April 22, 2014)	...give emphasis to... continuing to implement a comprehensive, college-wide approach to the assessment of student learning and using the results for improvement.	Standard 2 P 9 Standard 4 PP 37-38
March 6, 2014 (April 22, 2014)	...give emphasis to... ensuring the sufficiency of full-time faculty.	Standard 6 P 53 Data First Form 6.1
March 6, 2014 (April 22, 2014)	...give emphasis to... ensuring sufficient financial resources to support its programs and services.	Standard 7 P 65-66 Standard 4 P 37 Budget (Appendix)
April 24, 2015 (July 15, 2015)	...give emphasis to... the institution's continued success in collecting and analyzing measures of student success, including retention and graduation rates and other measures of success appropriate to the institution's mission, and using the results for improvement.	Standard 4 PP 37-38 Standard 8 PP 76-77

# Introduction

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## The Self-Study Process

On January 11, 2016, at the All Faculty/Staff meeting, the President explained that the College would have its NEASC accreditation site visit during the fall of 2018. Dr. Alan Punches, the Vice President for Academic Affairs (VPAA), then explained that in the following weeks, a Steering Committee would be appointed to lead the process, and that faculty and staff would all be involved in this important undertaking. Dr. Punches emphasized the benefit of doing a careful and honest appraisal of the College's strengths and weaknesses, challenges, and accomplishments. Through this introspective process, the College would undergo a candid self-reflection that was both intensive and extensive. Furthermore, it was important to the College that this not simply be an exercise done by a few individuals. Rather the goal was to involve the entire college in the process. To summarize this in one over-arching goal, one could say that the intent was to involve the College in telling its story: its strengths, weaknesses, challenges, accomplishments, failures, and projections for the future. In order for the College to do this well, there would need to be an institutional commitment to the value of the process, as well as widespread involvement of a large number of faculty and staff. On May 3, 2016, Dr. Carol Anderson from CIHE spoke to the College's department chairs to further explain the self-study process and expectations of the Steering Committee. The College had identified Dr. Alan Punches, the Vice President for Academic Affairs (VPAA), as the Self Study Coordinator.

Dr. Punches appointed the membership of the Steering Committee, which included the College Leadership Team, the Self-Study Coordinator, and a Chairperson for each of the nine standards. Some of the individuals selected as Standards Committee Chairs had volunteered for this responsibility, while others were appointed. At the same time, the rest of the faculty and staff were encouraged to think about which of the standards committees they would be most interested in joining, and Dr. Punches considered those suggestions as he established the committee membership. Initially, committee membership was intended for only full-time faculty and staff; however, some part-time employees also expressed a desire to participate in the process, and so they were also assigned to a standards committee. The newly formed committees had their initial meetings in May, 2016, prior to the end of the academic year.

Throughout the following academic year, the Standards Committees met regularly to work on data collection and to discuss their approach to writing a narrative that would accurately and adequately address the various criteria. To a great extent, that year was devoted to having committee members become thoroughly acquainted with the essential elements that needed to be addressed within their particular Standards, and also to identifying the types of supporting evidence that would be needed. At the conclusion of the academic year, the Standards Committee became increasingly focused on data collection. The VPAA, the Registrar, and the Banner Coordinator attended the Data First Forms Workshop at the CIHE headquarters in Burlington, MA, on June 13, 2017.

Shortly after the College President resigned in May, 2017, the Chancellor of the Community College System of New Hampshire (CCSNH) appointed the Vice President of Student Affairs (VPSA), Dr. Larissa Baia, to the position of Interim President of LRCC. Her former responsibilities as VPSA were subsequently added to those of the VPAA, who then assumed the dual role of Vice President for Academic and Student Affairs (VPASA). With the additional responsibilities and time commitment related to these role changes within the College Leadership Team, Dr. Punches decided to appoint a member of the full-time faculty, Professor Cathy Kubec, to the role of Self-Study Coordinator. Professor Kubec began transitioning into her role during the summer of 2017 by becoming familiar with all of the Standards for Accreditation and the requirements of the Self-Study process. Along with the VPASA, she

# Introduction

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participated in meetings throughout the summer that were held individually with each of the Standards Committee Chairs, to answer questions and offer guidance regarding each Committee's work.

The first meeting of the Steering Committee, as a whole, was held on September 1, 2017. The initial intent was to meet every two weeks for updates. After just two meetings, it became apparent that this was not the most productive use of time. Instead, individual sessions were held once again with each Standards Committee Chair for encouragement and continued guidance, as well as to obtain updates on each committee's progress.

The Self-Study Coordinator and Business Affairs Officer attended the NEASC Annual Meeting in Boston in December, 2017. Over the next several weeks, the Self-Study Coordinator met with each of the Standards Committees during one of their scheduled work sessions to share information from the Annual Meeting, as well as to answer questions and provide information, guidance, and support for each group. At the end of January, 2018, The Vice President for Academic and Student Affairs and the Self-Study Coordinator attended the NEASC Self-Study Workshop in Burlington, MA.

During the remainder of the spring 2018 semester, the first draft was reviewed and revised. Deadlines for the submission of the drafts for each Standard were established. Each Standards Committees was tasked with a final review of the draft each was to submit. After each draft was submitted, the Standards Committees were asked to swap narratives with another committee and read the other Committee's standard also. The purpose of exchanging narratives was twofold: 1) to provide another set of eyes, and 2) to increase awareness in an additional content area to give feedback. The second draft was completed mid-April, 2018, and was sent to the editor. Revisions continued even after the edited document was received in June.

Dr. Alan PUNCHES passed away unexpectedly in July of 2018. His passing left the college community heartbroken and resulted in an enormous gap in the self-study process. The President and the Self-Study Coordinator agreed to continue the established timelines for review. As planned, a draft of the narrative was sent to Dr. Anderson for feedback in early August. The President, with the support of the Chancellor and the President's Advisory Council, utilized the Registry for College and University Presidents to identify an interim replacement for the VPASA position. Dr. Richard Underbakke was appointed interim VPASA in August of 2018. Concurrently, LRCC welcomed a number of new hires, including Patrick Cate, Associate Vice President of Academic and Student Affairs. By mid-August, the President and the Self-Study Coordinator reconvened the Standards Committee Chairs on a weekly basis for status updates and to incorporate Dr. Underbakke and Mr. Cate into the final stage of self-study process. Self-Study Chairs were asked to conduct a final review of their Standards and the entire campus community was encouraged to read the draft of self-study document as the College prepared the make final revisions prior to submission to the New England Commission of Higher Education

# Introduction

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## Self-Study Committees

### Steering Committee

Chair: Dr. Alan Punches

Coordinator: Cathy Kubec

Members: Dr. Andy Duncan, Dr. John Connell, Janet Bloom, Kristen Purrington, Carlene Rose, Julie Morin, Keith Fletcher, Martha Pasquali, Dr. Steven Oliver

### Standard 1 Committee

Members: College Leadership Team

### Standard 2 Committee

Chair: Dr. Andy Duncan

Members: Dr. Steven Oliver, Holly Danby, Laura Rodgers, Jaime Decato, Cathy Raymond

### Standard 3 Committee

Chair: Dr. John Connell

Members: Dr. Andy Duncan, Stacey Emerton, Edward Scott Cracraft, Patrick Hall, Melissa Daigle, Elizabeth Lawton

### Standard 4 Committee

Chair: Janet Bloom

Members: Dr. John Connell, Michael Labrecque, Kathy Mather, Melissa Plyler, Maureen Baldwin, Cyndy Davis

### Standard 5 Committee

Chair: Kristen Purrington

Members: Laura LeMien, Linda Ferruolo, Wayne Fraser, Debbie Brady, Carol Dudley, Barbara Dionne, William Walsh

### Standard 6 Committee

Chair: Dr. Steven Oliver and Nancy Eckert

Members: Nancy Eckert, Scott Maltzie, Jennifer Aiken, Sandra Lavallee, Cathy Kubec

### Standard 7 Committee

Chair: Carlene Rose

Members: Amy Tremblay, Steve Freeborn, Cyndy Davis, Chris Crowley, Andree Thibault, Penny Garrett

### Standard 8 Committee

Chair: Julie Morin and Martha Pasquali

Members: Elizabeth Wilson, Michael Parker, Marsha Bourdon, Martha Pasquali, Kim Bean, Gary Courtney

### Standard 9 Committee

Chair: Keith Fletcher

Members: Linda Ferruolo, Fran Seigle, Michael Place, Kathy Plummer, Nicholas Walton, Steve Freeborn, Jazmine Jackson

Editor: Arthur Deleault

## Institutional Overview

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### Lakes Region Community College

Lakes Region Community College (LRCC) is one of the seven colleges making up the Community College System of New Hampshire (CCSNH). The CCSNH is governed by the Board of Trustees which authorizes the Chancellor, Dr. Ross Gittel, to appoint administrative-level positions at the Chancellor's Office (the "System Office") and executives (college Presidents) at the local level. Among the seven, LRCC is one of three "rural" colleges located in the city of Laconia and serving the central region of the State. Lakes Region Community College was established in 1967 as New Hampshire Vocational Institute Laconia grounding its identity firmly in the trades. That segment of LRCC's identity is evident in its Fire Science, Automotive Technologies, Marine Technologies, Advanced Manufacturing and Electrical degree and certificate programs. However, today, LRCC has developed into a small, student-centered, comprehensive college community whose identity reflects the complex and dynamic nature of the communities we serve.

Although located in Belknap County, LRCC serves communities in Carroll, Merrimack and Grafton counties. As the College's name indicates, this is a region of incredible natural beauty, the focus of which are the State's largest lakes. It is, therefore, not a surprise that one of the region's largest industries is hospitality and tourism. Healthcare and social assistance and manufacturing represent other important economic sectors.

In keeping with its mission LRCC has prioritized responding to the needs of its communities and employer partners. Partnerships are, therefore, central to the work of the College. Lakes Region Community College and Lakes Region General Hospital (part of LRGHealthcare) have a long history of collaboration that had been largely centered-around the college's Nursing program which achieved its national accreditation from the Accreditation Commission for Education in Nursing (ACEN) in 2017. That same year, LRCC partnered with the hospital to train existing licensed nursing assistants (LNAs) to become medical assistants. Students in the LRGH cohort of the program continued to be employed with LRGH while attending school full time. Upon completion and successful licensure participants were promoted into medical assistant positions. Similarly, in 2018, LRCC launched its associate's degree program in Hospitality Management. This program is the result of extensive collaboration with members of the Lakes Region Tourism Association and the New Hampshire Restaurant and Lodging Association and, more recently, with the University of New Hampshire's Hospitality Management program.

LRCC also celebrates its connections with our K-12 partners. The Running Start, E-Start and Early College programs enable local high school students to access college coursework in numerous content areas at a reduced cost. The Early College program, in particular, has provided local high schools, many struggling with budget shortfalls due to declining enrollments, an option to continue providing advanced courses to high-performing juniors and seniors. As an example, for approximately 3 years, Franklin High School has awarded scholarships to students who complete their final year of high school while enrolled at LRCC.

Also central to LRCC's mission is a commitment to student success. Beginning in earnest in 2015, the College dedicated itself to removing obstacles to success and completion. We adopted the Complete College America agenda, specifically focusing on the 15-to-Finish, Co-requisite Math and English and Purpose First initiatives. The Complete College America agenda fit nicely into existing conversations occurring at the college about the desire to re-establish a first-year seminar course aimed at better-transitioning first-year students to the college environment. In the Fall of 2016, LRCC had launched the *College Essentials* course, a mandatory 1-credit course taught by faculty and staff aimed at transitioning first-time college students, introducing them to proven success strategies and engaging them in career-exploration activities. Post-*College Essentials* surveys from the Fall 2016 cohort indicated that

## Institutional Overview

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approximately 80% of students who were uncertain about their career at the beginning of the course felt more certain at the end of the course. Furthermore, 82% of students rated learning about academic goals as “helpful”; with 22% of them indicating that it was “extremely helpful.”

Additionally, to promote on-time completion, LRCC implemented a year-long schedule, pre-registered all new incoming students according to their selected program of study and preferences for a full course of study (15+credits for full-time students), revamped its orientation program and inserted next semester registration into the College Essentials curriculum. LRCC has seen its Spring to Fall retention increase 5% (Fall 17 to Fall 18), average credit load for full time students increase from 13.9 to 15.3 credits (Fall 17 to Fall 18) and part-time credit load from 6.5 to 10.5 credits. These successes contributed to LRCC achieving the largest graduating class in its history in May of 2018.

While LRCC is proud of these accomplishments, it recognizes that one of its most significant challenges is enrollment decline. As a tuition-drive institution in a national environment of declining high school graduating classes, the decreases in enrollment directly translate into a reduction in revenues. This Fall, (2018), LRCC is grappling with a 15% decline in credits sold; a further decline from the Fall 2017 figures. The College Leadership, department managers and the System Office are current working on a budget contingency plan mirroring the good work completed last year that resulted in LRCC’s positive cash position and our ability to end fiscal year 2018 in the black. In addition, LRCC has begun implementing strategies that we expect will provide positive results in the coming year. First among our strategies are the restructuring measures aimed at a more streamlined enrollment and onboarding process and providing a better experience for our students. Guided by the 2018-2021 Strategic Plan, LRCC combined the offices of the Vice Presidents of Academic and Student Affairs, created a new position of Associate Vice President of Academic and Student Affairs and completed phase 1 in the development of a One-Stop for all student services. The College’s new organizational structure brings all enrollment functions under the President (Enrollment Management, Workforce Development and Dual Enrollment Programs) to ensure a unified vision and collaborative implementation strategies across the units. Further, LRCC recognizes its needs to improve access to our programs for working adults. Therefore, the College is currently exploring avenues for expanding access including increasing 8-week, online and evening/weekend offerings. LRCC is also working closely with employers to identify possible options for stackable micro-credentials that will enable current employees to upskill quickly and begin to make progress towards a certificate or degree. The challenges ahead are significant, but the self-study process has provided the opportunity to identify strengths, weakness and a vision for our future. It is a vision that is grounded in the dynamic nature of our communities and one that relies on the strength and resiliency of its people.

# Standard 1: Mission and Purposes

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## Description

Steeped deeply in the tradition of the vocational roots on which the institution was founded in 1967, the College continues to grow along a healthy developmental trajectory to actualize its full identity and service as a comprehensive community college, not only in service of the Lakes Region in central New Hampshire, but of the state of New Hampshire, and even beyond into the New England region at large.

The driving force behind its efforts is, naturally, to fulfill its mission as authored by the College Coordinating Council, one of the institution's primary governance/advisory groups, and approved by faculty and staff on August 28, 2007, by the College Advisory Board on Sept. 5, 2007, and finally by the Community College System of New Hampshire (CCSNH) Board of Trustees on Sept. 11, 2007. Recognizing the importance of the mission to its students, the College presented its newly-minted mission statement to the Student Senate on January 29, 2008.

Appropriate for an institution belonging to a formal system of colleges, the specific aspects of the mission of the College flow directly from the general tenets of the CCSNH to which it belongs. The mission statement of the CCSNH is presented below:

*Our purpose is to provide residents with affordable, accessible education and training that aligns with the needs of New Hampshire's businesses and communities, delivered through an innovative, efficient, and collaborative system of colleges. CCSNH is dedicated to the educational, professional, and personal success of its students; a skilled workforce for our state's businesses; and a strong New Hampshire economy.*

<http://www.ccsnh.edu/about-ccsnh/mission-strategic-plan>

It is proper that the College mission statement is presented prominently alongside the CCSNH mission statement in all publications, specifically in the [College Catalog](#) (i.e., p. 6), [LRCC Student Handbook](#) (i.e., p. 3), [LRCC Faculty-Staff Handbook](#) (i.e., pp. 7-8), and [Adjunct Faculty Handbook](#) (i.e., p. 6).

*The mission of Lakes Region Community College is to serve all students seeking a high-quality education, emphasizing active learning and personal attention, whether their goal is to transfer to a four-year college or university, enter immediately into employment in a technical or professional field, or simply improve their current skills and knowledge. We prepare students to meet their personal goals as well as the needs of business, industry, and the community; and we support the community through our involvement in educational, social, cultural, and economic development activities.* <http://www.lrcc.edu/about-lrcc/mission-vision>

Considered in this context, it is clear that the System mission is, of necessity, quite broad (e.g., “a skilled workforce,” “strong economy,” “personal success”) while the statement of the College fleshes this out, featuring three specific purposes:

- (a) To provide quality education toward the express goals of either preparing students for transfer to a four-year college or university, or to prepare them for employment in their desired field, or to provide enrichment activities for personal growth;
- (b) To meet the demands of businesses, industry, and community agencies;
- (c) To contribute to the educational, social, cultural fabric of the community.

# Standard 1: Mission and Purposes

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## Appraisal

The mission statement not only serves to identify the goals of the College, and to remind of the breadth of its primary constituencies, but also to energize and stimulate action, operationally, strategically, and innovatively.

Operationally, for instance, aspects of the mission statement inform the work of several of the College's standing committees, from the Academic Policy and Curriculum Committee, charged to develop, document, and revise both policy and academic programs, to the Student Services Committee, charged to review procedures toward creating greater efficiencies and heightened service to students through the application, admission, financial aid, etc. process, as well as to offer advice on student enrichment programming. The implications for the upcoming work of the Assessment Committee are obvious.

Strategically, the new institutional Strategic Plan for 2018-2021 (described in greater depth in Standard 2) presented therein to see their connection to the ideals and spirit of the mission statement, while also reflecting the CCSNH mission:

- (a) Increase enrollment (i.e., to maximize the students served who are seeking a high-quality education);
- (b) Build partnerships with the community (i.e., addressing the demands of businesses, industry, etc., as well as to play a significant role in promoting social and cultural activities in the community);
- (c) Improve revenue and sustainability (i.e., one action item is to provide for increased workforce development activity);
- (d) Enhance the quality of academic programs (i.e., relates to the personal and professional growth and goal attainment, including the personal successes of all students/constituents/patrons, etc.);
- (e) Improve and enhance the student experience (i.e., to provide not only more efficiency of operation in meeting students' needs, but to promote a more holistic approach to their academic experience and personal growth);
- (f) Create an environment of collaborative planning, effective communication, and operational transparency (i.e., and in so doing modeling for College constituents the values of the institution).

Specific action items in each of these areas link goals to strategic priorities to measurable objectives to accountabilities. These have already been instrumental in driving budgetary decisions (e.g., funding for the one-stop model of student services, delineation of student fees, etc.).

The mission statement has been utilized to inspire the revision of the College's academic philosophy to include values statements reflected in the statement. The academic philosophy, for example, denotes that the College values "educating our students beyond our classroom walls and into the community at large" and believes in "fostering relationships between students and employers to promote lifelong professional interactions."

In tandem with a taskforce-developed, faculty-approved definition of an educated person, the College has in place the fundamental template for assessing its effectiveness in meeting academic goals, goals rooted

## Standard 1: Mission and Purposes

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either directly or indirectly to the mission statement. Further, however, this definition provides a very important foundation for continued growth toward its identity as a comprehensive community college, as opposed to the vocational-technical mission of days gone by.

“Comprehensive community college”—the term historically represents a deliberate and unmistakable delineation of the transfer option with a career preparation option into the mission of the institution, both options to be offered inexpensively and accessibly. As the College has always enjoyed transferability from several of its programs into baccalaureate options, though, a somewhat higher-level analysis of what it means to be “comprehensive” is appropriate.

At Lakes Region Community College, the goal of successful completion of a program of study is rather shallow without the informally-articulated greater, *more* comprehensive goal of success beyond its own classrooms. This can be reflected in the academic philosophy as expressed above (i.e., “educating our students beyond our classrooms”) and other tenets (e.g., “demonstrating competencies and skills needed to contribute productively to their communities and beyond.”). It is also reflected in the definition of an educated person, particularly in its emphasis on life-long learning and preparation as a “productive member of society.”

While not entirely exclusive of technical, vocationally-oriented capabilities, these skills and competencies either stem from or are enhanced by the general education experiences of our students. To be “comprehensive,” therefore, is to roll into its definition of “success” those challenges or achievements experienced in the next chapters of its students’ lives and careers at a different meta-level, and to promote critical thinking skills, communication skills, and computational skills that facilitate success both inside and outside the workplace.

By this standard, any objective estimation of the maturation of the College as a comprehensive community college might very reasonably place the institution in its late adolescence/early adulthood, with noteworthy life experience behind it, but still a significant way to go before being fully developed. Considering that 40 of the 50 years of the institution’s identity was, as mentioned above, rooted firmly and steadfastly in vocational-technical education, the challenges of establishing a new extensive identity as a comprehensive community college in a broader paradigm have been profound.

Nonetheless, the College has embraced the challenge. The liberal arts curriculum and faculty have grown both substantively and substantially. A transfer major has been developed (Psychology) and merely awaits review by System leadership and approval by the Board of Trustees. The CCSNH, including College representatives, is participating in a Humanities Collaboration with the University of New Hampshire to enhance humanities instruction and transferability at an unprecedented and previously undreamt of level.

Still, however, there is work to do, both System-wide and institutionally, toward blooming to full maturation of this comprehensive community college vision, a vision which follows specifically from the mission statement. For example, in an initiative aimed at improving program completion and in following the similar national trend, the CCSNH last year approved the reduction of required credits for an Associate degree from 64 to 60, and the member colleges were strongly encouraged to reduce the credits in its academic programs wherever possible. The outcome of this decision was, unfortunately predictably, the reduction of the general education requirement, reduced from 24 to 20 credits, producing

## Standard 1: Mission and Purposes

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a systematic wave of curricular action to remove a humanities course from most program curricula in deference to program technical core courses.

Nowhere is this deference seen more clearly than with the Certificate options offered by the College. CCSNH policy distinguishes between [Professional Certificates](#) (Policy 620.02-B, p. 3) and [Certificates](#) (Policy 620.02-C, p. 4). The former must meet a minimum of 30 credit hours, no fewer than 10 credits of which must be in general education. Neither parameter is in place for the latter. Of its 34 Certificate options, none offered by the College are “Professional Certificates” even though there are nine offerings in excess of 30 credits. The mean credits for all Certificates = 25.38, in most cases one course away from the 30 that might trigger adherence to the general education requirements for a “Professional Certificate” designation.

There is dissonance, therefore, with the College’s definition of an educated person and its Certificate programs. Where the definition states that an educated person “actualizes his/her capacity . . . for communication [and for] . . . mathematical and scientific processes,” only seven of the Certificate options require mathematics of any type (only one if the Electrical/Manufacturing programs are removed), and only four require a communications class at all. Only one Certificate requires both communications and mathematics, although even in that program (i.e., Early Childhood Education—Advanced) mathematics can be opted out of. In short, by definition, students earning Certificates do not fall under the conceptual umbrella of “educated persons.”

Nor do the Certificate program curricula reflect anecdotal input from many of our program advisory committees whose members frequently indicate that, while our graduates are sound and well-prepared, technically, for success in the field, there is still need for improved “soft skills”: public speaking, writing, computation, collaboration, teamwork, etc. Skills that may be embedded in core courses, but would improve with specific curricular attention.

### Projection

*[Vision](#): Lakes Region CC will continue its development as a learning-centered institution, characterized by innovation, responsiveness, flexibility, caring, collegiality, accountability, and educational excellence.* Even in its vision statement, there is recognition that the College is in a state of development as a comprehensive community college, development which is projected to continue with diligence and deliberateness.

The College has a strong sense of its history, a burgeoning sense of who it is at present, and a newfound commitment to actualizing what it can be, what it wishes to be, how it envisions itself moving forward. While the newly-adopted Strategic Plan 2018-2021 offers enticing glimpses of where the institution is going, many of its action items are operational in nature. Others are “plans for plans.” It will serve the College well to establish a unique and singular identity for itself as a vision and ultimate goal.

Inarguably, the mission statement—at present over a decade old—is due for a thorough, comprehensive and critical review. A review that considers such relatively new developments as the revision of its academic philosophy and its definition of an educated person. Effecting this inclusive, transparent and participative review will be given high priority by the leadership of the College. Such a review might very well generate a discussion of institutional values, similar to the values presented in the academic

## **Standard 1: Mission and Purposes**

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philosophy and the institutional vision statement. And, again, it may inform the conversation about institutional identity.

With all of the elements in place for institutional self-introspection—a strategic plan, academic philosophy, definition of an educated person—and informed by the results of the present self-study, the College is poised to take that next important step toward full maturation of its mission.

## Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	<a href="#">Mission and Vision Statement</a>	2007

Mission Statement published

	Website location	Print Publication
LRCC Academic Course Catalog	<a href="#">Academic Catalogs</a>	<a href="#">Mission - LRCC Catalog</a>
Student Handbook	<a href="#">Student Handbook</a>	<a href="#">Mission - Student Handbook</a>

Related statements

	Website location	Print Publication
Notice of Non-discrimination	<a href="#">Notice of Non-discrimination</a>	<a href="#">Notice - LRCC Catalog</a>
		<a href="#">Notice - Student Handbook</a>
2018-2021 Strategic Plan	<a href="#">Strategic Plan</a>	<a href="#">Strategic Plan</a>

Please enter any explanatory notes in the box below

LRCC Academic Course Catalog and the Student Handbook are available in pdf format on the website.

## Standard 2: Planning and Evaluation

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### Description

#### Planning

Lakes Region Community College (LRCC) strives to meet its mission through effective planning and evaluation. Despite challenges over the past 10 years, LRCC has developed planning mechanisms to ensure its continued success and to respond to changing needs. The College also aligns itself with the strategic goals of the Community College System of New Hampshire (CCSNH), making it evident that LRCC's strategic planning and evaluation process is robust and essential.

Despite administrative turnover, faculty and staff reductions, and decreased enrollments, LRCC has successfully completed construction of three new buildings over the past decade and embarked on multiple new initiatives. The 2018 Strategic Plan and other planning initiatives are providing a foundation for continued improvements in effective planning. At the same time, a new academic program evaluation process and other evaluation efforts are creating a growing culture of data-driven assessment on the LRCC campus. These efforts are taking place in a collaborative environment, with transparent decision-making and timely communication that has improved the planning and evaluation process. This chapter includes separate description and appraisal sections for both planning and evaluation. Both themes are combined in the final projection section.

#### CCSNH and LRCC Strategic Planning

As stated on the internal myCCSNH web site

“Strategic planning is a continuous process by which we make choices, allocate resources, and set goals as an organization. It is our priority map to ensure we provide students with quality, affordable, accessible education and training that is aligned with the needs of New Hampshire's business and communities. It is a system-wide effort, and each of us has an important role to play in coordination with others in moving the strategic planning priorities forward.”

The planning system at the seven-college CCSNH is the planning umbrella for LRCC and its sister institutions. The [System mission, vision, and strategic goals](#) are outlined in Standard 1, which provides a guide to LRCC's mission and goals. Likewise, LRCC's Strategic Plans ([2014 Strategic Plan](#)), ([Strategic Plan - 2018](#)) align with CCSNH's strategic goals.

As Table 2.1 shows, all three plans have common goals to increase enrollment, to strengthen partnerships, to improve financial sustainability, and to improve student retention. The 2018 LRCC strategic plan adds collaborative planning, effective communication and operation transparency, as well as a goal for improving and enhancing the student experience. Because of the overarching mission of the seven-college Community College System of New Hampshire, there are unique CCSNH strategic goals, which include addressing the unique needs of rural colleges and communities. Another goal is to use technology among the CCSNH colleges.

## Standard 2: Planning and Evaluation

**Table 2.1 Comparison of LRCC Strategic Plans with the CCSNH Strategic Goals**

2018 LRCC Strategic Plan	2014 LRCC Strategic Plan	CCSNH Strategic Goals
Increase Enrollment	Recruitment and Enrollment	Increase enrollment across NH's community colleges
Build Partnerships with the Community	Partnerships-Industry, Community	Serve as a strong bridge for pathways from high schools and to four-year institutions and employment with a focus on STEM and high demand careers
Improve Revenue and Sustainability	Retention	Improve CCSNH's net revenue and financial sustainability, as well as overall financial and budget processes
Enhance Quality of Academic Programs	Program and Quality Emphasis	
Create an Environment of Collaborative Planning, Effective Communication and Operational Transparency		Advance data collection, analysis, and communication efforts to support achieving goals. Foster an environment where CCSNH is an employer of choice and works to continuously improve employee engagement
Improve/Enhance Student Experience		
	Reputation, Perception, and Awareness	Address the unique needs of rural colleges and communities
		Use technology to expand credit transfer and course sharing among colleges

### Other CCSNH Planning

Additional planning products at the system level include:

- The CCSNH Vision, which is: “[65 by 25](#): To maintain New Hampshire’s positive economic indicators, including low unemployment and high per capita income, NH will need 65 percent of adults with education beyond high school. CCSNH is committed to achieving this vision by 2025.”
- [CCSNH Board of Trustees Policies](#), which guide board-level governance planning, as well as financial planning and capital facilities planning
- [CCSNH White Papers](#), some of which address particular planning topics such as revenue sources
- Initiatives, including 65 by 25, Dual Enrollment, Running Start, Apprenticeship Grant and Early College, as described in the [CCSNH 2017 Annual Report](#)
- The CCSNH [Capital Planning and Development Policy and Procedure Manual](#)

In addition to other financial planning, the System oversees biennial budget planning for both operating and capital funds. These two-year budgets are submitted to respective committees in the New Hampshire legislature and to the governor. The current State of New Hampshire and Community College System of

## Standard 2: Planning and Evaluation

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New Hampshire biennial budgets encompass fiscal years 2018- 2019, for the period July 1, 2017 – June 30, 2019. [Annual Reports](#) are submitted to the NH legislature.

### Other College-Wide Planning

The previous academic plan was completely overhauled to set institutional goals that align with the goals of CCSNH. This academic plan included elements to improve student assessment, increase program offerings, increase enrollment, improve retention, and build a stronger community of full-time and adjunct faculty members. These goals are described in more detail in subsequent chapters.

The annual budget is the primary financial planning tool at both the college and system levels. LRCC creates its budget in accordance with the policies established by the Board of Trustees (BOT), which is further guided by the chancellor's office and BOT finance committee. The internal process is initiated each spring by the Business Affairs Officer (BAO) with a request for departmental budgets. Each department submits a yearly budget that itemizes each spending category. These departmental budgets are then included as a line item on the institution's master budget spreadsheet. The master budget is then reviewed by the BAO and presented to the College Leadership Team (CLT) for review and approval. The CLT, utilizing projected revenues and state allocation figures provided by the System, makes final decisions regarding LRCC budget allocations.

Other College units have also engaged in planning activities. For example, a standing technology committee was created in 2016 to develop a campus-wide [technology plan](#). This plan was presented to the College Coordinating Council (CCC) in the spring of 2018. Refinements to fit the strategic plan rubric were recommended. A more focused [classroom technology plan](#) was developed in 2017 to assess the current technological resources available in the college's classrooms, and to recommend strategic upgrades. The Bennett Library staff have been updating the [library plan](#) as of early 2018 and have begun implementing recommendations, some of which are expected to be in place for the start of the fall 2018 semester.

As part of the planning effort for new buildings, the College employed an architect to create several possible expanded campus site plans. The December 2014 [New Automotive Building Conceptual Site Plan](#) shows campus features and limitations, along with the potential locations of new buildings. The Transportation Technologies building was built, but the proposed Marine and Diesel buildings were not.

### Evaluation

The College recognizes the essential purpose and nature of evaluation. It provides a critical mechanism to ensure that LRCC, as an educational institution, is meeting its mission. At its essence, evaluation closes the mission-planning-implementation-evaluation loop to bring the results of evaluation into future planning. Just as education is at the heart of the college mission, the evaluation of academic programs plays a key role at LRCC. Non-academic evaluations are important as well, from financial audits to workplace surveys. The first section describes the many evaluations at LRCC, with a discussion and analysis of these evaluations in the subsequent appraisal section.

### LRCC Academic Evaluation Description

The academic program review process at LRCC ensures that academic program outcomes fulfill the college mission. Upon his arrival to LRCC, the new Vice President of Academic Affairs (VPAA) recognized the need to re-energize the program review process. New guidelines for academic program reviews were completed in fall 2016 by the VPAA and program chairs. Because previous academic program reviews were dated, all academic departments were expected to participate in the program review process in 2017-2018, with a rotating ([Program Review Schedule](#)) for reviews thereafter. Certain

## Standard 2: Planning and Evaluation

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departments, including Nursing and Automotive, that have recently undergone rigorous external reviews, were exempted from completing a 2017 review but are expected to participate in the future.

The [Academic Program Review Form](#) includes multiple components, including:

- LRCC catalog description, along with curricular review and revisions over the review period
- Program outcomes and strategic goals for the future
- Enrollment, retention, graduation and alumni data
- Personnel and physical resources
- Program success components: including quantitative evidence of outcomes, achievements, challenges, etc.
- Program advisory committee members and meeting minutes
- Recommended changes and budget revisions to meet program goals.

Four academic programs at LRCC are subject to voluntary or mandatory review by external accrediting bodies, as described further in Standard 8. External reviews provide insight into the individual programs, validate content and the achieving of student learning and program goals.

As mentioned in the planning section, each academic program at LRCC has an advisory committee, composed of representatives in that field. These individuals serve an important role in assuring that LRCC's programs stay current and meet employers' needs. Each advisory committee is expected to meet once or twice per year. In addition, any major academic program changes need to be approved by the respective advisory committee before consideration by the college's Academic Policy and Curriculum Committee (APCC). At a higher level, the College Advisory Board (CAB) acts as a sounding board and source of feedback for college initiatives. The CAB is composed of area business and community leaders who meet quarterly.

Annual academic plans ([Academic Goals](#)) have been developed by the VPAA, who became Vice President of Academic and Student Affairs (VPASA) in 2016. In addition to the planning documents, the VPASA reports on the implementation of the academic plans. The most recent [2017 report](#) provides an assessment of the deliverables listed in the 2016 academic goals. For most goals, the objectives were met or are in-progress.

### Description of CCSNH and National Evaluations

The national Community College Survey of Student Engagement (CCSSE) was administered at LRCC and four other New Hampshire (NH) community colleges in 2017, as well as at regular intervals in the past. The [2017 CCSSE Key Findings](#) indicate that LRCC performs below the national average in four of the five CCSSE benchmarks: active and collaborative learning, student effort, academic challenge, and support for learners. LRCC performs above the national average for the student-faculty interaction benchmark.

Both CCSNH and LRCC receive annual external financial audits. The latest [CCSNH financial audit](#) report was November 2017. The latest [LRCC financial audit report](#) was issued by Berry Dunn Associates in June of 2017. The CCSNH financial audit process is overseen by an internal audit committee comprised of representatives throughout CCSNH. In addition, the system office conducts an informal internal audit on a regular basis. This is a less formal process than that conducted by the external auditor.

In addition to financial audits, CCSNH underwent a [performance audit](#) conducted by the State of New Hampshire Office of Legislative Budget Assistant (LBA) in 2017. The final report consists of 29 observations and recommendations primarily focused on improving internal business processes. CCSNH

## Standard 2: Planning and Evaluation

concurred or partly concurred with the LBA recommendations in 28 of 29 findings, and created a team to address needed revisions to System policies.

### Appraisal

#### Planning

There has been a renewed focus on planning at both the College and System levels since the 2008 NEASC comprehensive evaluation, with considerable activity since the 2014 interim report. Ultimately, these planning efforts reflect positively on the ability of LRCC, within CCSNH, to achieve its educational mission. There have been times, such as during the 2011-2013 and 2015 budget challenges, where planning activities were eclipsed by necessary reactions to external events. Nonetheless, LRCC has been able to adapt to changing circumstances and maintain an emphasis on future-oriented planning.

After the 2007-2010 strategic planning cycle, the process began again in 2013 to complete the 2014-2017 strategic plan. There was an intensive process for obtaining widespread input as part of the development of this plan. During this time, however, there was also faculty, staff, and administration turnover due to retirement, reassignment, and a reduction of force. As a result, the work of most of the planning committees was not finalized, which resulted in an unrefined 2014 strategic plan. Nonetheless, the College endeavored to implement this imperfect strategic plan. The strategic goals in this plan were used to help guide the direction of the College, and were aligned with CCSNH strategic goals, as shown above in Table 2.1.

The LRCC strategic plan of 2014 focused on five different areas. Table 2.2 shows the goals and major outcomes of the plan.

**Table 2.2 Goals and outcomes of the LRCC 2014 strategic plan**

Goals	Outcomes
Recruitment and Enrollment	Additional online courses and programs; improved outreach to non-matriculated students; increased on-site, at-site admission days at area high schools; new student apartments and increased recruitment outside of N.H.
Program and Quality Emphasis	New or expanded programs in Automotive, Advanced Manufacturing, Hospitality and Medical Assistant; improved early intervention programs for incoming students; improved academic advising with Degree Works; increased resources for adjunct faculty.
Partnerships / Industry, Business, Community	Reestablishment of Workforce Development position; innovative Advanced Manufacturing instruction at area manufacturers; increased Registered Apprenticeships in collaboration with a system grant; increased opportunities for advanced high school students with Running Start and Early College programs; numerous collaborative events with Lakes Region Chamber of Commerce, Lakes Region Planning Association, etc.
Retention	New student housing; strengthening of new student orientation program; reorganization of the admissions office to include academic counseling and onboarding; creation and hiring of director of enrollment and onboarding; improved student technologies access and technical support: email, LMS, etc.; improved outreach to students via email; expansion of Teaching

## Standard 2: Planning and Evaluation

	and Learning Center space and activities, although split in director's role; new fitness center and student gathering places.
Reputation / Perception / Awareness	New marketing channels including television and billboards; new dual admission program with UNH system and associated marketing; increased emphasis on marketing LRCC as an alternative on the path to a four-year degree.

The foundation for the current strategic planning process emerged in 2015 when the College Leadership Team (CLT) evaluated all of the college committees and their charges. The result of these efforts produced more clearly defined roles for the College Coordinating Council (CCC), which is the internal advisory body of LRCC faculty and staff. The charge of the CCC was clarified in 2015 to emphasize its role in strategic planning. In August 2017, an all-campus retreat emphasized team building and collaboration. The themes and collaborative ideas generated from this retreat were then brought to the CCC and became the basis for the development of the 2018-2021 strategic plan. The finished [strategic plan](#) is the product of a college-wide collaborative effort and becomes effective fall 2018.

The 2012 appointment of Dr. Ross Gittel as Chancellor of the CCSNH sparked vigorous planning activities at the system level. The 2014 CCSNH Strategic Plan and its six strategic goals, along with the 65 by 25 Vision, are guiding forces for both System and College planning. In particular, the [65 by 25](#) initiative is an ambitious plan to dramatically increase the number of adults with post-secondary education to 65% by 2025. With this initiative, the number of CCSNH certificates and degrees should double from 2,256 in 2013 to 4,500 in 2025. The 65 by 25 initiative includes goals for increased enrollment, reduced tuition and higher completion rates, challenging in light of the downward trend in the number of high school graduates and limited resources. The argument for a skilled workforce is persuasive, and these goals help energize programs at LRCC to increase enrollment, improve retention, and expand offerings.

LRCC has many stakeholders, ranging from the NH legislature and voters, to employers, high schools, universities, parents, unions, federal financial aid, social service agencies, and ultimately students, faculty and staff. While these many connections help keep the College rooted in its community, they can also constrain planning and implementation. For example, in spring 2015 the NH legislature adopted a budget for the System that enabled it to further reduce tuition but also forced a reduction in expenditures. This resulted in agonizing layoffs of long-term faculty and staff in 2015. Other targeted funding, such as grants and financial aid, while beneficial for the college, also direct spending into certain areas. Frugality is one of the enduring themes at LRCC, CCSNH and throughout the State of NH government. LRCC is adept at achieving its educational mission with limited resources, but these are by their very nature limiting.

The academic plan ("Academic Goals 2016-2017") has provided a planning-based foundation to the academic affairs department. The many successes of this plan are noted in the "Report on the Academic Goals for AY 2016-2017" document. While not every goal has been met, many have, and progress to meet the others is ongoing. A key component of academic planning is the academic program review process, which has been recently overhauled. The revised program review process places greater emphasis on quantifiable program and learner outcomes, works to better align program, LRCC and CCSNH goals, and strengthens ties between programs and their advisory boards. There is further discussion of this program review process and outcomes in the Appraisal portion of this Standard.

Ensuring sufficient faculty resources is a significant aspect of academic planning. Through the academic program review process, the academic affairs office evaluates and plans for adequate faculty resources in every academic program. The most recent [academic plans](#) ("Academic Goals 2017-18" and "Academic

## Standard 2: Planning and Evaluation

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Goals 2018-2019”) include multiple goals to improve teaching effectiveness, including improving classroom observations, assisting department heads in meeting academic goals, revising academic program outcomes, reviewing academic assessment measures, and expanding non-NEASC external accreditations. While academic planning and program reviews should have been more vigorous in the past, the academic planning and improvement process is now well established.

With the reality of increased reliance on adjunct faculty, LRCC has provided more resources for its adjuncts. A new office dedicated to adjuncts offers copying and printing capabilities. Adjunct faculty now are covered under a union contract. An adjunct liaison now works closely with adjuncts to make sure they have the pedagogical and logistical resources to teach effectively. In addition to adjunct orientation sessions, there are now informal adjunct receptions with both part-time and full-time faculty encouraged to attend.

Through the academic program advisory committees, LRCC has encouraged external input with regard to program planning for many years. These advisory committees are composed of industry representatives – employers and others who can provide advice about sector trends and educational needs. The importance of these advisory committees has been re-emphasized in recent years, with efforts to recruit new members, and a new feedback form. The College also benefits from being part of the seven-college CCSNH, and from insight and best practices shared with colleagues and programs across the state. An annual symposium and a new Chancellor’s Faculty Academic Advisory Council help foster this collegiality, leading to a more effective implementation of the college and system mission.

Low unemployment and the declining high school graduate population have put pressure on enrollments and present a financial challenge. These demographic factors along with reduced funding from the State of New Hampshire require strict financial planning.

The LRCC budget is reviewed by the CCSNH Board Finance Committee multiple times a year and is constantly appraised and compared against enrollments. Updates pertaining to the budget are provided to the CLT who make decisions to re-allocate resources. In addition, the Chief Financial Officers of each campus meet monthly to discuss issues at their respective campuses and share best practices relative to the budget planning process. In addition, all CCSNH colleges are currently conducting a five-year spending analysis, which has already helped identify yearly savings targets that include shared expenses along with per-college reserves. A new accounting policy has been written and should be approved in FY2019. Due to conservative budgeting, LRCC has developed a cash reserve of more than one-million dollars, with the balance fluctuating based on performance and time of year.

Proactive contingency planning is key to meeting the College’s mission of stability. As with other institutions of higher education, a wide range of external factors affect planning efforts. For example, as outlined in LRCC’s 2014 NEASC Fifth Year Interim Report, State of NH legislative appropriation cutbacks in FY’s 2011-2012 and 2012-2013 limited the College’s ability to implement its planning goals and curtailed its ability to engage in the planning process. Although there have been budgetary constraints often requiring the college to be more reactive than proactive, LRCC continues to make good use of limited resources.

Since 2008, LRCC’s physical campus has expanded considerably. New features include the Health & Science wing, the Transportation Technologies building, campus apartments, and parking lots. These have all added to the functional capabilities of the college. While there were [planning efforts](#) associated with these construction projects, a campus “master plan” that guides overall space utilization does not exist. System administrators are aware of this need for a master plan and are working to help provide the resources necessary to create and implement it. This master plan will be particularly useful in guiding the renovation of older sections of the main Turner building, as well as planning for the return of the Culinary/Hospitality program to campus.

## Standard 2: Planning and Evaluation

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The master plan, along with a long-term financial plan, can also help with necessary maintenance expenditures for campus facilities. State capital-project appropriations for new buildings are politically more expedient than appropriations for ongoing maintenance. One positive development was the conceptual planning that occurred in 2014 as part of the planning for a new automotive building and potentially other new buildings. The Automotive building has been built, and the needs of the college have changed since 2014. Nonetheless, these planning resources can be useful in a new master planning project.

Communication and transparency are inextricably linked to good planning. LRCC has been working diligently over the past year to improve communications and transparency, as well as building trust among all constituencies. For example, the all-campus strategic planning retreat in August 2017 has been widely cited as a positive development, allowing all staff and faculty to have a voice in the process. Communication, transparency and inclusiveness are also prominent in the strategic plan itself. CCSNH BOT added a new trustee position for a faculty or staff member. Currently this representative is from Great Bay Community College; LRCC will be appointing a faculty or staff representative to serve the following two-year term.

As this description and appraisal indicate, the current planning process at LRCC has integrity. Both the planning and evaluation sections are combined into one projection statement at the end of this chapter.

### **Evaluation**

Evaluation of academic integrity, being critical to the mission, is at the forefront of all that occurs at LRCC. Though the individual program review process and review schedule has seen some periods of inconsistency over the last ten years, under new leadership the process has been revised and a future review schedule has been implemented. The revised program review process places greater emphasis on quantifiable program and learner outcomes, works to align program, LRCC, and CCSNH goals more effectively, and strengthens ties between programs and advisory boards. The first phase of implementing all program reviews was completed by fall 2017 and set the timeline for future reviews on a four-year rotation.

To date, the program reviews indicate that the process is an effective approach, involving all program faculty. The information requested in the reviews is ambitious. The 2017-2018 round of program reviews reveal a need for more quantifiable measures, especially in measuring alumni success. Future program reviews will be on track for further improvements and refinements.

While there have been many improvements to the academic evaluation process over the past several years, areas remain that need further attention. The College recognizes that more attention needs to be placed on evaluating individual teaching effectiveness and pedagogy to encourage faculty to improve and innovate. The Academic Affairs Office has and will continue to strengthen the peer-to-peer faculty dialogue with regard to best practices. It will also increase the number of classroom observations by department chairs and others. The College also plans to connect more closely the use of professional development resources to teaching and scholarship.

The College will also work to more effectively integrate the CAB, program advisory committees, and other college committees into the evaluation infrastructure. The CAB will be charged with reviewing the implementation of the 2018 strategic plan so as to provide an external source of evaluation for this important plan. For example, individual program advisory committee members will be expected to complete a survey form to provide another source of information about the performance of academic programs.

The College has several programs that are subject to review by external organizations. The Nursing Program, for example, is approved by NH State Board of Nursing and accredited by the Accreditation

## Standard 2: Planning and Evaluation

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Commission for Education in Nursing (ACEN). The ACEN accreditation process is quite similar to NEASC, where the program's mission, carefully aligned with the college's mission, drives the student learning outcomes and program goals. LRCC's nursing program was initially accredited in 2017. The program was able to demonstrate the effective use of an evidence-based curriculum, which is subject to ongoing assessment and evaluation, leading to the achievement of student learning outcomes and transparent program evaluation.

The 2017 CCSSE survey overall results indicate LRCC is slightly below national averages for four of the five CCSSE benchmarks: active and collaborative learning, student effort, academic challenge and support for learners. One may conclude that LRCC does not measure up compared to other community colleges. It is important to interpret the results carefully, however. As a small community college in a frugal state, LRCC's academic support resources probably do not compare favorably with larger, more resource-rich institutions. The smaller class size and impressive student-faculty interaction more than make up for the sub-par result. The areas worth addressing are the CCSSE scores in "below average academic challenge and student effort."

At the state level, the NH Legislative Budget Assistant (LBA) [Performance Audit](#) helped determine how well CCSNH, as a state-funded entity, is operating, utilizing resources, and fulfilling its mission. The results have provided valuable feedback, with the CCSNH concurring fully or in part to 28 of the 29 audit findings, which can be found within the performance audit matrix of the report. The June 2017 financial audit report of LRCC issued an unqualified opinion. Stewardship of scarce financial resources is a perennial theme, but LRCC's financial practices are sound. The November 2017 CCSNH financial audit by Berry Dunn also resulted in an unqualified opinion, with the exception of a minor accounting issue between the Community Colleges of New Hampshire Foundation and CCSNH.

Overall, the college has made significant progress in extending a culture of assessment across the campus. The Academic Affairs Office has shown exemplary leadership in evaluation. The VPASA has issued monthly academic affairs reports emailed to all faculty and staff, as well as annual academic reports on the progress in implementing academic plan goals. This modeling of self-evaluations has been emulated by other departments and reflected in the evaluation process inherent in the new strategic plan.

### Projection

#### Planning and Evaluation

The current planning and evaluation system at LRCC has integrity and is well integrated with the College mission. For planning, the [2018 - 2021 Strategic Plan](#) is the "plan of plans" that will guide future planning, implementation and evaluation. Future planning efforts that are integrated into this strategic plan include:

- Produce a master plan by 2021, likely with contributions by CCSNH financial resources
- Finalize campus-wide technology plan by 2019
- Create operational manuals for each administrative area by 2021
- Develop internal and external communications plans by 2021
- Create a human resources plan by 2021
- Develop a financial plan, in addition to current budgetary planning, by 2019

In addition to these specific planning activities, the 2018 strategic plan provides a framework for strategic activities over the next four years. Under a rubric of six overall goals, the plan identifies strategic priorities. Within each of the priorities are action plan items, each with a deliverable timeline and accountability. The implementation of these college-wide strategic goals intermesh with similar system-

## Standard 2: Planning and Evaluation

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wide efforts. For example, both LRCC and CCSNH will continue to focus on tracking financial stability and the pursuit of additional revenue streams as a means of maintaining and improving the financial sustainability of both LRCC and CCSNH.

LRCC is working towards a “culture of assessment” that includes and extends evaluation beyond academic programs. The re-invigorated academic program evaluation process is an important component of this data-driven approach. Not only is the format for program reviews clear, the timeline for future reviews is now well established. Equally crucial is the evaluation mechanism built into the [2018 – 2021 Strategic Plan](#). The plan includes deliverables, timelines, and accountability components. Five or 10 years from now, it will be easier to evaluate the effectiveness of this plan.

Other evaluations are also helping LRCC effectively achieve its mission. As with the program advisory committee survey, there is a willingness to forge new evaluation methods and tools, and a willingness to face shortcomings and overcome them. Data management system and human resources challenges remain in implementing and utilizing these evaluations. With a strategic plan priority to "improve data collection, utilization and access across the college," LRCC, with the support of CCSNH, is committed to using data more effectively, and implementing a more widespread data-driven culture of assessment across academic programs and throughout LRCC.

## Standard 2.1: Planning and Evaluation

PLANNING		Year approved by governing board	Effective Dates	Website location
<b>Strategic Plans</b>				
Immediately prior Strategic Plan		2014	2014-2017	<a href="#">Strategic Plan 2014-2017</a>
Current Strategic Plan		2018	2018-2021	<a href="#">Strategic Plan 2018-2021</a>
Next Strategic Plan		2021	2021-2024	N/A, Anticipated 2021

		Year completed	Effective Dates	Website location
<b>Other institution-wide plans*</b>				
Master plan		N/A		
Academic plan		2017	2018-2019	<a href="#">Academic Plan</a>
Financial plan		2017	2017-2018	<a href="#">2018 Self Study</a>
Technology plan		2017	2017-2020	<a href="#">Technology Plan</a>
Enrollment plan		2016	2016-2017	<a href="#">2018 Self Study</a>
Development plan		N/A		
<b>Plans for major units (e.g., departments, library)*</b>				
CCSNH Strategic Plan		2014	2014-2025	<a href="#">CCSNH Strategic Plan</a>
65 by 25 White Paper		2015	2015-2025	<a href="#">65 by 25</a>

EVALUATION		Website location
<b>Academic program review</b>		
Program review system (colleges and departments). System last updated:		Program Review Form
Program review schedule (e.g., every 5 years)		Every 4 Years
Sample program review reports (name of unit or program)*		
Nursing Accreditation ASEN Self Study and SEP		<a href="#">2018 Self Study</a>
Business Department Program Review Report		<a href="#">2018 Self Study</a>
<b>System to review other functions and units</b>		
Program review schedule (every X years or website location of schedule)		Program Review Schedule
Sample program review reports (name of unit or program)*		
Financial Aid Audit, 2017		<a href="#">2018 Self Study</a>
Academic Program Report, 2017		<a href="#">2018 Self Study</a>

Other significant institutional studies (Name and web location)*		Date
Example: <i>Advising: <a href="http://www.notrealcollege.edu/advising">www.notrealcollege.edu/advising</a></i>		2014
CCSSE LRCC Survey, Key Findings, <a href="https://www.lrcc.edu/about-lrcc/accreditation/2018-Self-Study">https://www.lrcc.edu/about-lrcc/accreditation/2018-Self-Study</a>		2017
CCSNH LBA Performance Audit, <a href="https://www.ccsnh.edu/perfaudit">https://www.ccsnh.edu/perfaudit</a>	<a href="#">CCSNH Performance Audit</a>	2017
Best Colleges to Work For Survey Summary Results, <a href="https://www.lrcc.edu/about-lrcc/accreditation/2018-Self-Study">https://www.lrcc.edu/about-lrcc/accreditation/2018-Self-Study</a>	<a href="#">2018 Self Study</a>	2017

\*Insert additional rows, as appropriate.

## Standard 3: Organization and Governance

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### Description

The institution was founded as the New Hampshire Vocational Institute at Laconia in 1967 to provide training for servicepersons and other veterans returning from service in World War II. The College evolved from a “state trade school” to a vocational institution to a vocational-technical college to a vocational-technical community college, and finally to a comprehensive community college in 1995, with the final [name changed](#) to Lakes Region Community College (LRCC) in 2008.

Seven colleges in the state comprise the Community College System of New Hampshire (CCSNH). A concise [history of the Community College System of New Hampshire \(CCSNH\)](#) provides an overview which highlights the significant changes of stewardship over the state’s trade schools, from their status as state agencies overseen by the state’s Department of Education, through their vocational-technical years overseen by the New Hampshire Department of Post-secondary Vocational Technical Education, into their present status as comprehensive community colleges, established as such in 1995 under the oversight of the Regional Community Technical College System. With the additional revisions to its mission, colleges in the CCSNH switched accrediting Commissions within the New England Association of Colleges and Schools (NEASC) from the Commission on Technical and Career Institutions (CTCI) to the Commission for Institutions of Higher Education (CIHE).

In 2007, Senate Bill 82 (SB 82) was signed into law whereby the CCSNH was established as a body politic and corporate governed by its own Board of Trustees (BOT).

### The Governing Board

The 24 voting members of the CCSNH BOT are appointed by the Governor and confirmed by the [Executive Council](#). Under the requirements outlined in the statute and stated in the by-laws, Trustees must represent a variety of sectors and interests: business and industry, education, health care, building and mechanical trades, law enforcement, community service, technology, and the public. One member must be a graduate of one of the CCSNH colleges. Membership also includes two student Trustees as well as an employee Trustee chosen on a rotating basis from CCSNH institutions (Note: LRCC is next in line to select an employee Trustee whose term will begin in the fall of 2018). The Governor, CCSNH Chancellor, three state commissioners (i.e., Resources and Economic Development, Employment Security, and Education), and the seven college presidents serve as non-voting members of the Board. Responsibilities and accountabilities for the members of the Board, the Chancellor, and college presidents are clearly delineated in the [Board’s policies](#). The Board works to ensure the appropriate distribution of committee assignments. Assignments reflect Trustees’ interests (as noted in an interest survey), as well as Trustees’ professional skills and experience. A biannual survey allows the Board to provide feedback on everything from how well-prepared they feel for meetings to their own understanding of the lines of responsibility and authority among the Board, the Chancellor, and the colleges.

The full BOT meets at a minimum once every three months with an annual retreat for in-depth discussion and professional development. It organizes its work through a committee structure, with each committee having a defined area of oversight. Standing committees which include the Executive Committee, Audit Committee, Academic & Student Affairs & Workforce Development Committee, Finance Committee, Human Resources, Facilities & Capital Budget Committee, Governance Committee, Marketing Committee, and the Safety & Risk Management Committee. These groups meet according to the schedule outlined in the by-laws but may schedule additional meetings if necessary. Committee Chairs report proceedings to the full Board. The schedule of [meetings, meeting minutes](#), and a full list of Trustees is publicly accessible on the CCSNH website, as is the full listing of [Board and CCSNH policies](#).

## Standard 3: Organization and Governance

As the Chief Executive Officer (CEO) of the CCSNH, the Chancellor bears responsibility for the overall administration—both operational and strategic—and performance of the CCSNH. The Chancellor supervises the presidents of the seven colleges, as well as a System administrative team of senior staff that was reorganized and re-titled in February, 2018, to more accurately and efficiently reflect the work performed by each individual.

**Table 3.1 System administrative team by previous and new title.**

Previous Title	New Title
Associate Vice Chancellor of Finance & Strategy	Chief Operating Officer
Associate Vice Chancellor of Human Resources Planning & Design	Chief Human Resources Officer
Director of Communications	Executive Director of Government Relations & Communications
Legal Counsel	No Change
Director of College Access Programs	No Change

The presidents of each college, CCSNH senior staff, and the Chancellor comprise the CCSNH Leadership Team. The CCSNH Leadership Team is served, informed and counseled by the following groups/committees:

- The Vice Presidents for Academic Affairs; VPAAAs from each college
- The Vice Presidents for Student Affairs; VPSAs from each college
- The Chief Financial Officers; CFOs/Business Managers from each college and System finance staff
- Human Resources Group; Officers from each college and System HR/payroll staff
- Financial Aid Users Group; Officers from each college and System FA staff
- Business Training Center Group; Workforce Development Officers from each college and System staff
- Accountants/Bursars Group; Staff from each college
- Technology Planning Committee; IT staff from each college and System IT staff
- Distance Learning Committee; College and System staff
- Banner Coordinators; College and System staff
- Running Start Coordinators; College and System staff
- System Advisory Committee; Cross-college/cross-functional staff
- System-wide Marketing Committee; College and System marketing staff
- Registrars Group; Registrars from each college and System staff
- Data Governance Committee; Cross-college/cross-functional staff of data stewards
- Library Directors Group; Library Directors from each college
- Admissions Officers Group; Staff from each college
- Marketing Officers Group; Staff from each college and System staff

College presidents and/or BOT members are assigned to some of these committees in ex officio/advisory capacities. In 2016, the Chancellor created the Chancellor's Faculty Academic Advisory Council, comprised of faculty representatives from each college, to provide input to the Chancellor and, through him, to the BOT on System-wide faculty issues. In 2017, he created a companion Chancellor's Staff Council for Student Success, comprised of staff representatives from each college, to provide input on matters of student services and support.

## Standard 3: Organization and Governance

### Internal Governance

The President of LRCC serves as the institution's Chief Executive Officer. Nominated by the Chancellor (to whom she reports) and confirmed by the Board of Trustees, the President, either directly or indirectly through her officers, is responsible for the overall administration and operation of the College, including the preparation and control of the institution's budget, the administration of the facility, and the organization, training, and evaluation of its personnel, etc. The President and her officers serve as primary points of contact in community relations and contractual negotiations.

The President carries out the policies and the directives of the Board of Trustees, ensures compliance with state and federal rules and regulations, and implements the mission and objectives of the System's strategic plan. She guides the development, implementation, and evaluation of College's mission, vision, and strategic plan. She is authorized to enter into partnerships with community businesses, governmental agencies, and civic organizations. She has final oversight over all fiscal/budgetary matters and fund development. She is ultimately held accountable for the overall solvency of the College.

The President, Vice President of Student and Academic Affairs (VPASA), and BAO constitute the College Leadership Team (CLT). While the CLT usually meet more frequently to address immediate matters, they have tended to meet at least bi-weekly to consult on major decisions that impact policy, personnel, and facilities, and to ensure effective communication across the major organizational units of the College.

**Table 3.2 College leadership for the report period, listed from the earliest to the present**

President	Vice President for Academic & Community Affairs	Vice President for Student Affairs	Business Affairs Officer/Chief Financial Officer
Dr. Mark Edelstein Dr. Scott Kalicki Dr. Larissa Baía	Thomas Goulette Dr. Alan Panches	James Vander Hooven Dr. Larissa Baía Dr. Alan Panches (Position combined with VPACA to form VPASA)	Alice Mowery John Harrington Sunshine Fisk Lori Hogan Marsha Bourdon

The VPACA provides administrative oversight (i.e., budget, personnel, facilities use, equipment, etc.) of the academic affairs and academic personnel of the College, including both full- and part-time faculty, the Registrar, the Library Director, Institutional Technology staff, and Academic Support. The Community Affairs portion of the duties involved maintaining close ties with the local hospital, for example, and other business/industry leaders, as well as supervising workforce development.

The VPSA provided administrative oversight (i.e., budget, personnel, facilities/equipment use, etc.) of the student affairs and SA personnel of the College, including admissions staff, residential life staff, the Campus Safety staff, support counselors, and the Financial Aid Director. The VPSA also managed external contracts for out-sourced services, such as food service and the campus bookstore.

The BAO provided administrative oversight over the budget and fiscal operations of the College, and of a staff comprising the Bursar and Assistant Bursar.

In May 2017, Dr. Kalicki unexpectedly resigned from his position. From May through June, the College was administered jointly by the Vice Presidents until the VPSA, Dr. Larissa Baía, assumed the position on an interim basis. After completion of a nationwide search to fill the position, Dr. Baía was appointed the permanent president in May, 2018.

## Standard 3: Organization and Governance

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Upon President Baía's appointment as an interim president, the duties of the VPACA and those vacated duties of the VPASA were assumed by the former, and the position of Vice President for Academic & Student Affairs was created, responsible for the administration of all academic and student affairs matters. While the position was initially borne of necessity, there were obvious advantages to coordinating academic and student services through one office, not the least of which was a purposeful, deliberate attempt to dissolve the "silo mentality" that so often arises between these two "sides of the 'house.'" Upon reflection of the feasibility of maintaining the "marriage" of these two positions, the position of Associate Vice President for Academic & Student Affairs was created to provide relief and assistance to the VPASA. Duties of all CLT members (i.e., the President, the VPASA, and the BAO) have since been reviewed and the organizational chart revised.

At present there are seven academic departments: Business Technologies and Culinary Arts, Computer and Design Technologies, Electrical and Manufacturing Technologies, Fire Science, Liberal and Professional Studies, Nursing, and Transportation Technologies. Each is overseen by a Department Chair, appointed by the President upon recommendation of the VPASA. The Department Chairs are tasked to provide leadership, vision, and operational oversight of their respective departments, as well as to assist in prioritizing the academic needs of the institution. A sample of specific duties include those of curricular oversight for all programs in the department, recruiting, training and staffing adjunct instructors, completing program reviews, making instructional assignments to full-time faculty, evaluating all faculty serving their departments, preparing and administering the budgets for their respective areas. Some Department Chairs are served by Program Coordinators, who assist in the operational and strategic oversight of a specific program or programs in the Department.

The President is charged to appoint members of a College Advisory Board (CAB), subject to approval by the BOT. The purpose of the CAB is to enhance communication and relations between LRCC and the community it serves, to advise the President on the operation and development of the College, and to garner support for legislation that benefits LRCC. It includes representatives from the economic, educational, and service interests of the area. The President, the VPASA and the BAO serve as non-voting members of the CAB.

The VPASA is advised by the Department Chairs of the seven academic departments. Upon his arrival in 2015, the VPACA (now the VPASA) committed to empowering the Department Chairs, both as a group (i.e., certain academic action will not proceed without their consent/approval) and individually in administering their own departments (e.g., dealing with departmental faculty matters, assigning office space, arriving at departmental goals and objectives, etc.). The Registrar meets regularly with the Department Chairs, as does the Coordinator of the College Essentials course. Program Coordinators are invited to attend these meetings. This group meets approximately every other week. As VPACA, he also created the Academic Leadership Team (ALT), comprising the Department Chairs, Program Coordinators, and the heads/directors of the other areas in the academic area, such as the Registrar, Library Director, IT leadership, Academic Support Director, etc. Meeting monthly, this larger group was created to facilitate communication across the academic area, to discuss broad academic/service issues, and to advise the VPACA.

Upon assuming the duties in Student Affairs, the VPASA expanded the ALT to include student affairs directors and officers, and the ALT became the Student and Academic Leadership Team (SALT), charged with the same task as the ALT: to facilitate and disseminate communication across campus, and to discuss academic/student service issues, all with an eye toward developing strategic goals and objectives. When President Baía assumed her duties, she was desirous of developing an advisory group of her own that represented each area of the College. Mindful of the duplication, the SALT passed over to her.

## Standard 3: Organization and Governance

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Other area leadership (e.g., campus safety, facilities management, etc.) were added to the group and it became the President's Advisory Council (PAC).

Department Chairs are responsible for organizing and facilitate the work of Program Advisory Committees for each academic program under their purview. These committees meet at least twice a year. They are composed of the Department Chairs, all program faculty, and experts in their related fields from the community, representing secondary constituencies, university representatives (where appropriate), students, relevant industry representatives, and one member from another academic department. They discuss current and proposed curricula with a focus on keeping the programs up-to-date, consistent with best practices of the industry or profession, and relevant to the needs of the community. All academic program modifications must be approved by each Program Advisory Committee before being presented to the Academic Policy and Curriculum Committee.

The College is served by a robust standing committee structure, a structure that reflects not only operational and strategic efficacy, but a genuine commitment to shared governance. Indeed, these committees are made up of members from administration, faculty, and staff. Most college standing committees allow student participation. A list of the membership is published annually and distributed to all personnel. While specifically listed as chairs or members of certain committees, the President, VPASA, and BAO are designated ex-officio members on most committees.

In 2015, the VPASA created a task force for the purpose of reviewing and redefining committees and updating their charges. The review engendered the creation of the current LRCC committee structure:

- Academic Policy and Curriculum Committee
- Assessment Committee
- Banner Leadership Administrative Strategy Team
- College Coordinating Council
- Commencement Committee
- Distance Learning Committee
- Equity Committee
- Financial Appeals Committee
- Judicial Committee
- Library Committee
- Marketing Committee
- Professional Development Committee
- Safety Committee
- Student Services Committee
- Technology Committee

Among these committees, the College Coordinating Council (CCC) deserves special attention. The CCC proposes goals, objectives, and strategic plans, advises the President and major college groups on policy development matters, and makes recommendations concerning enrollment, facilities, planning, programs, service, and budget. Prior to the 2017-18 academic year, the President formally chaired this group comprising the CLT and 12 elected members, six of whom are from the faculty and six from the staff. The Self-Study Coordinator also serves as a member. It was determined that the group should elect a Chair who was not part of the CLT. In the fall of 2017, the Registrar (representing the staff) was nominated and elected Chair of CCC. Upon her election, she was charged with leading the group through the development and approval of a new campus strategic plan. The CCC worked diligently throughout the fall semester and completed the College 2018-2021 Strategic Plan. Further, the CCC worked closely with other standing committees on the development of other area plans (e.g., the Academic Plan, the

## Standard 3: Organization and Governance

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Library Plan, the Technology Plan), which were reviewed and amended by the CCC and forwarded to the CLT for implementation.

The VPASA is strongly committed to the utilization of taskforces (technically ad hoc committees) and has developed several of them to improve existing operations and foster best practices. The following represents a sample of these (charges self-explanatory):

- Academic Reorganization Taskforce
- New Student Orientation Taskforce
- College Success Taskforce
- Program Review Taskforce
- Committee Review Taskforce
- ACTION Taskforce (Adjunct Continued Training, Inclusion, and Onboarding)
- Academic Philosophy/Definition of an Educated Person Taskforce
- Classroom Technology Taskforce

While these taskforces are technically recommending entities, with very few exceptions the recommendations are approved and implemented in whole.

Student input and involvement in college governance is invited. Although only one committee, the Student Services Committee contains a student participant, the others have had students involved in the past. Student participation in a number of surveys ranging from library usage to graduation surveys to the Community College Survey of Student Engagement (CCSSE) ensure that students' needs and concerns are communicated to the appropriate person/office. Student opinions on each course taken are expressed via the student course evaluations, which are reviewed by the vice president, tabulated, and delivered to the appropriate instructor.

Student government is a means by which student participation in governance is invited and encouraged. As the governing body for LRCC students, the Student Senate provides funding to recognized groups and acts as the student voice to the rest of the college community. The Student Senate receives money to fund groups and activities through two channels: two dollars from every credit sold and ten percent of the revenue of vending machine sales. The VPASA and two staff members currently advise the student senate. While the by-laws call for representatives to be elected from each curriculum area, in order to allow for all who are interested in participating, the practice is to open the meetings to all students. The Senate meets weekly throughout the academic year and is responsible for planning social and cultural activities and managing the receipts and expenditures of student funds. In addition, ad hoc meetings of the administration and the Senate officers occur periodically to address specific issues. In order to facilitate participation in the Senate as well as other student organizations, the College builds "activity periods" into the academic schedule of classes. There are one-hour periods in the middle of the day, three days a week, set aside to help facilitate meetings of student organizations. Faculty and staff serve as advisors for the Student Senate and for all approved clubs.

The oft-stated motto of the VPASA is that "the faculty owns the curriculum." Ownership manifests itself through the APCC, which reviews proposed curriculum additions, deletions, and modifications for compliance with the College and System mission, policy, and objectives. The Committee is chaired by a faculty member and has representation from each academic department, who, along with their colleagues from the Library and various student services departments of the College, serve not only to advance curricular action, but to develop and codify academic policy. In a relatively recent development, faculty completed program reviews on all academic programs. This in-depth review was designed by a taskforce and represents a new commitment to documenting quality and effectiveness. Included in the review were

## Standard 3: Organization and Governance

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the following: catalogue descriptions of every program and program outcomes, strategic goals for the review period, curriculum information, enrollment trends, graduation trends, alumni data, reviews of department resources, program success data, program challenges, recommended changes, and budgetary information.

LRCC provides for a Faculty Senate, whose purpose is to ensure faculty both a formal means to formulate and express positions, and to articulate these positions to the CLT on issues connected with the College. The constitution and by-laws are published in the [Faculty/Staff Handbook](#), (p. 79). Membership includes all full- and part-time employees whose primary responsibility is teaching. Although the Faculty Senate has been dormant for four years, it has currently been revived and meets once per month during the fall and spring terms.

### Appraisal

#### Governing Board

With the transition from state-controlled to self-governance long completed, the Board has a fully-functioning set of by-laws, policies, and procedures for conducting System business. A sound process for identifying and recruiting new membership is in place. The number of Trustees has expanded, and the composition of the Board now includes student representatives as well as employee representation. The Governance Committee has created and regularly reviews a thorough orientation program for all new Trustees. The practice of rotating meetings from campus to campus assures that members learn about the physical facilities and institutional cultures of the seven colleges. Multi-directional channels of communication exist to facilitate the flow of information between the Board and its subcommittees. The Board publishes its meeting minutes on the CCSNH website, and the results and proceedings are emailed to all CCSNH personnel.

In fulfilling its duties, the Board is streamlining its processes. For example, to more efficiently define and facilitate its work, the BOT Vice Chair is presently chairing a Committee on Committees to review the operations, membership, and charges of each of the Board Committees. It is anticipated that the seven standing Committees presented above will be consolidated into approximately four, with a vote on the reorganization scheduled for the September 2018 meeting of the BOT.

Between 2017 and 2018 the Board has been challenged the resignations/retirements of five of its seven college presidents (i.e., for Lakes Region, Great Bay, River Valley, White Mountains, and the New Hampshire Technical Institute). The involvement of several Trustees in chairing search committees or participating heavily in the search process is a testament to the Board's redoubled commitment to assist the various college campuses meaningfully without intruding in daily operations.

Strong and innovative leadership in the System Office has allowed the seven campuses to move forward in meeting strategic benchmarks in their own manner at their own pace, all while providing the conceptual framework for doing so. The Guided Pathway Initiative, for example, has provided the tactical foundation upon which several retention initiatives have been developed, and upon which program mapping has progressed, etc. The Humanities Collaborative Initiative with the University of New Hampshire has made great strides in developing more streamlined, successful transfer pathways between the System colleges and the University System. Further, the System has explored and implemented programs of shared services between the colleges it oversees, programs by which operational service efficiencies and fiscal savings have been recognized, such as in information technology, waste recycling and disposal, common learning management system, etc. Concurrently, however, there is a slowly-developing sense at the College that while the initiatives promoted by the

## Standard 3: Organization and Governance

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System Office are useful, helpful, and certainly well-intended, they are burgeoning at a pace that may not only be choking out interest in locally-developed initiatives, but may be incurring “initiative exhaustion.” As a one of the three small, rural colleges in the CCSNH, LRCC may simply not have the staff to devote to numerous System initiatives and its own “homegrown” ones.

### Internal Governance

The comparably new College Leadership Team has dived into its work with impressive enthusiasm, energy and vision, meeting budgetary challenges, as well as promoting and approving strategic planning, transparency and accountability with singular solidarity and teamwork. The College has finally brought some much-sought-after stability to the BAO position, an extremely critical position that had undergone several staffing changes, changes that created periods whereby existing Business Office staff and/or the Controller for the Community College System were enlisted to ensure that fundamental processes and operations were completed.

The College Advisory Board (CAB) provides a vital communication link to the community. Not only does it serve as a valuable sounding board as the College explores new initiatives, it actively advocates for the College with local organizations such as the Belknap County Economic Development Council, the Lakes Region Chamber of Commerce, and the Rotary Clubs. CAB members also reach out to state legislators, as needed, to endorse legislation that is supportive of LRCC needs. This group meets four times a year, although in a 2017 survey of CAB members and in subsequent follow-up conversation, there seemed to be genuine interest in meeting more frequently, perhaps in proposed committees, including a Scholarship Committee, a Fundraising Committee, and a Membership Committee.

Following the sudden, unanticipated departure of the prior president in May 2017, Vice Presidents Baía and Panches contacted the Chair of the CAB to apprise her of the situation and to express their concerns about the nature of the CAB meetings and interactions with College leadership. It was agreed to survey members to gauge their feelings. The following data were obtained:

- 62.50% expressed satisfaction with their experience on the CAB;
- 57.15% expressed satisfaction with the strategic direction of LRCC;
- 71.43% felt that the group was functioning according to the CCSNH Board of Trustees definition;
- Individual comments included:
  - “The CAB includes a number of successful business people whose expertise could be utilized to assist the college by providing meaningful input on important issues if given the opportunity.”
  - “. . . it seems like the Administration is just feeding the Board information and not soliciting feedback. More involvement would mean more as a member.”
  - “I think the school is great and provides an excellent opportunity for students from our area, as well as providing excellent employees.”
  - “I would like for LRCC leadership to decide if it really wants/needs the CAB. If we are not really needed to provide strategic advice/input, I think you should get rid of it.”
  - “. . . It seems like the CAB is just one more layer of committee you have to deal with and not something that adds much value to your work.”
  - “We don’t really advise on anything. The meetings are usually just us listening to staff give reports on what is going on.”

The satisfaction percentages are underwhelming, and the comments mirrored the concerns of the Vice Presidents. At best, the CAB members tended to feel like “cheerleaders” for the College rather than

## Standard 3: Organization and Governance

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strategic partners. At worst, the function, the meetings, and the energy of the CAB has grown stale, despite some interest in wanting to be more involved.

Program Advisory Committees (PAC) are also seen as a great source of feedback from the public in specific program areas and are helpful in securing donations of equipment, in providing employment opportunities for students, and promoting programs and graduates within their professional fields. The connection that these advisory committees forge with the community enable the College to keep its focus on the needs of students in and around the Lakes Region. Most academic programs are served by enthusiastic PAC members whose devotion to the College and to the specific program they represent is exemplary. The breadth of representation, however, is not always as ideal as it might be, and the College and its programs would be best served by rotating membership across these broad areas. The VPASA presented the standard for these important groups in 2016 to the Department Chairs. To date, some improvement has been made, but more is necessary.

The taskforces have become an incredibly important catalyst toward propelling and promoting important changes throughout the College. They have given the institution and its team a strong sense of camaraderie, purpose, efficacy and ownership. As a relatively small campus, there are challenges in staffing these special groups, but staff and faculty see that the results of the work of the taskforces are implemented and have, to date, been very affective in producing their desired ends.

Whether communicating through the various departmental channels or participating on committees, teams, and task forces, LRCC faculty have a voice in insuring the quality of academic programming. Active and engaged advisory boards allow faculty to revise curriculum in their respective areas to help meet the needs of business and industry. The program review process provides faculty and administration with an opportunity to assess program effectiveness and set realistic goals for improvement. Faculty from multiple disciplines serve on the Academic and Policy Committee, which reviews proposals for new or revised courses and programs to assure they are consistent with the College's mission and to ensure that all curriculum is appropriately rigorous.

The Faculty Senate needs to continue to grow as a productive entity. While an attempt is currently underway, it is difficult to measure whether it will be successful or not. Historically, the Faculty Senate had been a body that met only in response to a perceived critical issue facing the College or to focus on union-related matters, rather than bettering the College, faculty, and/or academics. While there is a missed opportunity for faculty to express itself regularly with a strong unified voice, in general there is enough participation on the College standing committees to satisfy most faculty.

### **Projection.**

While a variety of student related events are planned and presented throughout the academic year, LRCC faculty, staff, and administrators recognize that student involvement with the Student Senate, College standing committees, and student related activities is less than stellar. The Student Services Committee is working to find ways to enrich and increase student engagement related to social and educational issues and opportunities. The Strategic Plan 2018-2021 features as a major institutional goal that of enhancing the student experience, with a goal of increasing student participation in such activities as representing their peers on standing committees.

Having identified some elements of disillusionment, confusion, etc., in members of the CAB with its purpose and operation, the College is poised to move into a new chapter. The development of subcommittees for the group are projected to energize its members, drawing them more closely into the fabric of institutional operations that allows for sufficient perspective to be able to provide detailed advice

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

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on strategic directives and initiatives. One important step already taken was the input the group provided with the Strategic Plan 2018-2012. Their input is reflected directly in some of the Plan's action items and/or strategic priorities. Prior to the last meeting of the academic year, a new CAB chair was selected. New leadership, as well as the newly established committees are expected to bring much needed avenues for engagement for existing and new members.

The President is giving serious thought to developing a Cabinet comprising the CLT and other campus leaders in service as an advising and implementation team, a group that takes the general advice from the President's Advisory Committee (PAC) and reviews it in light of the operational variables required for full and successful implementation.

As far as is appropriate, academic leadership has steadfastly advocated for the reinstatement of the Faculty Senate, a group in whom the VPASA is prepared to imbue with certain final approval functions (e.g., curricular items, academic policies, etc.) once this entity demonstrates reliable and dedicated engagement. It is promising that a handful of faculty have begun to meet in such a forum. While there are still far too few involved to demonstrate the aforementioned-level of engagement, that the faculty themselves are organizing along these lines is hopeful.

The Strategic Plan 2018-21 calls upon the College to enhance its relationships with the community and with business/industry, educational, and civic leaders. As echoed in the Academic Plan, toward meeting this goal, a thorough review of the membership of the College's Program Advisory Committees is forthcoming, with an eye tuned to rotating membership to allow for a steady influx of new perspectives and ideas, and toward meeting the standards for breadth of experience on the Committees presented by the VPASA in 2016.

### Standard 3.1: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring 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 sponsoring entity	
Website location of documentation of relationship	

#### Governing Board

By-laws	Website location
Board members' names and affiliations	<a href="#">CCSNH By Laws</a>
	<a href="#">CCSNH Board of Trustees</a>

Board committees *	Website location or document name for meeting minutes
College Advisory Board	President's office

#### Major institutional faculty committees or governance groups\*

College Coordinating Council	Website location or document name for meeting minutes
College Leadership Team	President's office
Department Advisory Committees	President's office
Department Chairs	Academic Affairs office
	Academic Affairs office

#### Major institutional student committees or governance groups\*

Student senate	Website location or document name for meeting minutes
	Maintained with advisors

#### Other major institutional committees or governance groups\*

Academic Policy & Curriculum Committee	Website location or document name for meeting minutes
Assessment Committee	Academic Affairs office
Distance Learning Committee	
Equity Committee	
Judiciary Committee	
Safety Committee	President's office
Student Services Committee	Counselor's office

### Standard 3.2: Organization and Governance (Locations and Modalities)

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			2015	2016	2017
Main campus	LRCC, Laconia, NH, USA	8/1/1967	1,126	975	721
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	Shaker Table	9/3/2013	79	62	46
Branch campuses (overseas)					
Other instructional locations (overseas)					

#### Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			2015	2016	2017
Distance Learning Programs					
Programs 50-99% on-line	5	9/1/98	*	*	*
Programs 100% on-line	0				
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

\*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

\* There is not a method to track when a student is taking at least 50% on-line.

## Standard 4: The Academic Program

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### Description

Lakes Region Community College (LRCC) offers a variety of academic programs and options for associate degrees (27), certificates (32) and professional certificates that are aligned with the College mission "...to serve all students seeking a high-quality education, emphasizing active learning and personal attention, whether their goal is to transfer to a four-year college or university, enter immediately into employment in a technical or professional field, or simply improve their current skills and knowledge." Associate degrees are designed to be completed in two years, while certificates typically require one year of study. LRCC welcomes all students, whether they wish to take one course, earn a certificate or pursue a degree for transfer or prepare for the workforce.

Although most degree and certificate programs do not have competitive admission, certain programs do. Nursing, for example, requires nursing applicants to achieve certain scores on the national Test of Essential Academic Skills (TEAS), which measures their entry level skills and abilities. Most of the College's Associate degree programs require a minimum of 60 credits, have 32 credits of major-specific courses relating directly to the technical skills, proficiency, and knowledge necessary for competency in their chosen careers, as well as a minimum of 20 hours of General Education courses spread over the five areas: English, Science, Math, Social Sciences, and Humanities. Concentrations are also offered within each degree, consisting of a minimum of 20 credits of related sequential coursework. The largest programs are: Liberal Arts, Fire Science, and Business Management.

Most courses are offered at the Laconia campus. Some program-specific classes are held at other locations. For example, the Culinary Program has specific courses based at the historical Shaker Village in Canterbury, NH; however, students attend their non-culinary classes on the Laconia campus. Standard classes are taught in traditional 15-week semesters, while others are delivered in accelerated courses of two-week (Winterim), seven-week, eight-week and 12-week formats. In addition, some courses are taught partially online (hybrid), while others are fully online. As at other colleges across the nation, distance learning has grown significantly over the past five years. The Community College System of New Hampshire (CCSNH) gradually transitioned its Learning Management System from Blackboard to Canvas over the spring 2018 semester, with the transition complete as of June 1, 2018.

All degree and certificate programs offered at the College have been developed under CCSNH and LRCC guidelines and the scrutiny of the College's advisory boards, committees, community, administrators, faculty, and students. The authority over academic issues at CCSNH is delegated to the System Leadership Team (SLT), the CCSNH office, and the administration and faculty of the individual colleges, as outlined in the [CCSNH Board and System Policies](#).

### Program Level

According to the CCSNH Board of Trustees Policy Manual, newly offered Associate degrees require approval by the Board. In the early development stages of a new program, the proposing college reviews content, course sequencing, course titles, and required credits, in collaboration with advisory committees and other groups, sending the SLT a letter of intent briefly describing the program, the need for the program in the community, anticipated enrollment and costs of the program, and the program's impact on the other colleges in the system. When the SLT approves the request, the proposing college submits a full, formal proposal to the chancellor, who forwards the proposal to the chair of the Strategic and Academic Planning Committee. The full proposal must include: the program's objectives; employer interest, involvement and investment in the program; a needs study; student interest; labor market demand over the next five years; projected enrollments; a letter of support from the Program Advisory Committee; a start-up budget; an operating budget; and course descriptions and sequencing. If approved by the planning committee, the proposal is forwarded to the Board of Trustees (BOT) with a recommendation for approval, who then either approves or denies the new program request. Programs and courses are named

## Standard 4: The Academic Program

in accordance with the guidelines of the National Center for Education Statistics, Classification of Instructional Programs. The CCSNH leadership must approve new professional certificate proposals. Program name changes are submitted to the Chancellor and then the SLT. Additional external evaluation is obtained through the accreditation or approval of certain academic programs by outside agencies (see Table 4.1). The program approval process is well documented, and all seven colleges of CCSNH follow this procedure when bringing a new program to campus.

**Table 4.1 Programs with external accreditation or approval**

Program	Agency
Automotive Service Educational Program	International Association of General Motors Automotive Service Educational Programs National Institute for Automotive Service Excellence
Toyota T-TEN	Toyota Motors USA
Marine Technology	Mercury University
Electrical Technology Programs	NH Electrical Licensing Board
Computer Technologies	Microsoft, CompTIA, Apple and Cisco Academy
Early Childhood Education	NH Bureau of Childcare Standards and Licensing
Nursing	NH Board of Nursing, Accreditation Commission for Education in Nursing (ACEN)
Fire Technology	Fire and Emergency Services Higher Ed (FESHE)

The learning competencies and expected outcomes for each program are spelled out in the course catalog and the program profiles, available in digital format as well as in print form. The course requirements, program requirements and graduation requirements are all found in the LRCC course catalog, which is available on the LRCC website. Printed program requirement sheets are given to students at orientation but are available at any time. Advisors review these requirements with their advisees on a regular basis to assure that students are making progress completing their respective programs. The year-long class schedule is developed by the department chairs in consultation with the Vice President of Academic and Student Affairs (VPASA) and relevant faculty members.

If an academic program needs to be discontinued, either due to a lack of enrollment or because it is no longer relevant to the community, the first step is to place the program on hold so that no new students can matriculate into that program. The program is then removed from the course catalog and website, and all public print materials are removed. Students in the program are then given information about how to complete their degree. The courses students need to complete their degree will dictate the “teach-out” plan for the program.

### Associate Degrees

LRCC awards associate degrees in 27 programs: 18 in Science (A.S), seven in Applied Science (A.A.S), and two in Arts (A.A.). Specific concentrations are offered for some degrees, which require a minimum

## Standard 4: The Academic Program

of 20 credits of related sequential coursework. Students pursuing an Associate degree in Computer Science and Graphic Design may choose one of three concentrations within their respective programs, and those pursuing an Associate degree in Office Technology Management may choose one of two concentrations.

The Associate in Arts (A.A.) degree is the equivalent of the first two years in a four-year baccalaureate program, with areas of transfer designated by the offering college. Programs leading to this degree are designed to prepare students for further education, career mobility, and full participation in community life. In addition to the Liberal Arts Degree, LRCC offers a specialized degree in Fine Arts, and one concentration within Liberal Arts: Health Sciences. A Liberal Arts concentration in Psychology will soon go through the approval process to become another concentration offered in that degree.

Upon completion of the associate degree, students are able to transfer via articulation agreements, documented on the College website, which LRCC maintains with a number of colleges and universities.

**Table 4.2 Categories of associate degrees awarded by Lakes Region Community College**

Associate in Science	
A.S. Accounting A.S. Advanced Manufacturing A.S. Business Management A.S. Computer Technologies Conc. – Network Administrator Conc. – Software Developer Gaming and Animation Conc. – Database Administrator or Website Developer A.S. Culinary Arts A.S. Early Childhood Education A.S. Electro-Mechanical Technologies A.S. Fire Protection A.S. Fire Science A.S. General Studies	A.S. Graphic Design Conc. – Graphic Design Conc. – Video Production Conc. – Web Design A.S. Health Information Technologies A.S. Hospitality Management A.S. Human Services Conc. – Gerontology A.S. Media Arts* A.S. Nursing A.S. Pastry Arts A.S. Restaurant Management
Associate in Applied Science	
A.A.S. Automotive Service Education Program-ASEP A.A.S. Automotive Technology A.A.S. Electrical Installation and Maintenance A.A.S. Electrical Power and Control Technologies A.A.S. Marine Technology	A.A.S. Office Tech Management Conc. - Administrative Office Assistant Conc. - Medical Office Assistant A.A.S. Toyota/Lexus T-Ten
Associate in Arts	
A.A. Fine Arts A.A. Liberal Arts Conc. - Health Science	

*\*Media Arts is currently in a “teach-out” phase. Enrollment in this course of studies has been temporarily suspended due to low enrollment; however, the College believes that it may be able to offer it once again in the future.*

## Standard 4: The Academic Program

The Associate in Arts (A.A.) degree requires a minimum of 60 credits from the courses shown in Table 4.3. In 2015 CCSNH embraced the Complete College America initiative of “fifteen to finish”. It was requested of all programs to move degrees as close to 60 credits as possible without damaging the integrity of the program. The credit requirements in the following tables reflect this effort.

**Table 4.3 Associate in Arts Degree Requirements**

Courses	Number of Credits
College Essentials	1 credit
English Composition	3-4 credits
English Elective	3 credits
Laboratory Science	8 credits
Math	6-8 credits
Social Science	9 credits
Humanities Electives	9 credits
Liberal Arts Electives	12 credits
Open electives	9-10 credits

### General Education

The General Education requirements for all associate degree programs consist of a minimum of 20 hours of courses in five areas: English, Science, Math, Social Science and Humanities, to be distributed as shown in Table 4.4.

**Table 4.4 General education requirements for all associate degree programs**

Area	Number of Credits
English Composition/Literature/Communication	6 – 7 credits
Science	3 credits
Math	3 credits
Social Science	3 credits
Humanities/Fine Arts/Foreign Language	3 credits
General Studies Electives (from any of the above categories)	6 credits for an A.S. degree
General Studies Electives (from any of the above categories)	3 credits for an A.A.S. degree

The distribution of general education electives varies greatly from program to program. While some profiles allow for a choice in fulfilling general education requirements, others may dictate required courses. For example, in many programs students may choose any science course to fulfill the science requirement. In Automotive Technology, ASEP and Toyota/Lexus T-Ten students are required to take a Physics course, and Fire Technology students must take Chemistry. While Fire Technology students have an open English elective, Business students must take Business Communications as their second English course, and Advanced Manufacturing students have the choice of either Technical Communications or Business Communications. In addition, all students who receive a degree at LRCC must demonstrate their proficiency in English by successfully completing College Composition.

Many of the programs of study at the College require the Software Applications course, which is an introduction to operating systems (Windows), spreadsheets (Excel), word processing (Word),

## Standard 4: The Academic Program

PowerPoint, databases (Access), and the Internet. Programs that do not require Software Applications either allow for a computer elective or include courses that educate the student in program-specific computer hardware and software, as in Graphic Design and Printing Technologies, Media Arts and Technology, Automotive Service Education, Energy and Technology. Other programs teach the technical applications needed in the profession, as in Fire Technology, Nursing, Marine Technology and Fine Arts.

In keeping with the mission to emphasize active learning and to prepare students to enter immediately into employment, many of the programs either require or allow for workplace experience.

GM and Toyota Automotive students follow an academic calendar that differs from the standard semester for Automotive Technology students by utilizing eight separate sessions over the two-year period. Four of the sessions are spent in the automotive service department of the dealership sponsoring the student.

Nursing students are required to participate in clinical experiences throughout the program, which are conducted at Lakes Region General Hospital (LRGH), the New Hampshire State Hospital, and various other sites.

Restaurant Management and Culinary Arts students operate a successful restaurant at Canterbury Shaker Village known as the Shaker Table. It is open for lunch two or three days per week and has become very popular with local residents. In addition, the students must earn two or three credits in a summer cooperative experience. Most also participate in the Hospitality Club, which offers students the opportunity to receive hands-on experience in catering events, both at the college and in the community.

Human Services, Gerontology, Teacher Preparation, and Early Childhood Education students experience a practicum in each semester of the second year that allows for supervised work experience.

Students in Graphic Design and Printing Technology have the option of earning three elective credits in cooperative education or an internship.

Students who take the EMT-Basic class or the Advanced EMT class are required to complete both in-hospital Emergency Room clinical hours and in-ambulance hours.

The College defines a credit as one hour of classroom work per week over a maximum 16-week semester. One instructional hour is equal to 50 minutes. All credits awarded by the College are based upon the federal definition of the credit hour, which can be found in the college catalog and as specified in Table 4.5.

**Table 4.5 College definition of credit hours by category**

Category	Contact Hours/Week	Contact Hours/Semester (based on a minimum 15-week semester)
Class	1	15
Laboratory	2 – 3	30 - 45
Clinical	3 – 5	45 - 75
Practicum/Fieldwork	3	45
Internship	3 - 6	45 - 90
Cooperative Education	Varies by Department	Varies by Department

This definition of the credit hour is available in the [college catalog](#).

## Standard 4: The Academic Program

### Certificate Programs

In keeping with the mission statement, LRCC certificate offerings provide students with job entry skills and credentials in 32 different fields, shown in Table 4.6. Two of these are professional certificates consisting of a minimum of 32 credits, 12 of which are in general education and are chosen to meet competencies required by the field of study. The other 30 certificates are focused on career advancement or employment, and no general education requirement exists for those certificates.

**Table 4.6 Certificates offered at Lakes Region Community College**

Certificates	
Accounting	Fire Science
Administrative Office Assistant	Gaming and Animation Developer
Advanced Manufacturing	Graphic Design
Application Developer	Gerontology
Associate Teacher	Human Services
Basic Automotive	Industrial Construction Wiring
Advanced Automotive	Lead Teacher
Business Management	Marine Technology
Commercial Construction Wiring	Medical Office Assistant
Culinary Arts	National Electrical Code Interpretation
Database Administrator	Network Administrator
Developmental Disabilities	Pastry Arts
Early Childhood Education Advanced	Residential Construction Wiring
Electrical Power and Control Technologies	Restaurant Management
Electrical Systems Installation and Maintenance	Toyota T-Ten
Fire Protection	Website Developer

In addition to the degree and certificate programs, LRCC operates a Center for Workforce Development (CWD). The CWD works with area businesses to design cost-effective training programs to meet their specific needs and also offers programs for the general public. Services available to businesses include training needs assessment, custom-designed programs or workshops, job task analysis, grant development, information resources, cost/benefit analysis of employee training and group facilitation consulting. Training is offered in both non-credit and credit bearing formats and can be delivered at the work site or at the college. These training programs offer two- and three-day workshops in widely used computer applications, Medical Assistant Certificate Training, Building Operator Certification (Level I & II), various Energy Efficiency programs, and career skills development through the [WorkReadyNH](#) program, which helps job seekers and career builders improve their skills while adding a nationally recognized credential to their resume. WorkReadyNH provides 60 hours of classroom instruction in "soft skills" practices identified by employers as key to workplace success.

Non-credit personal enhancement workshops such as Figure Drawing, Explorations in Printmaking, Building Analyst, Color Theory in Painting, and Introduction to Ballroom Dancing are also offered through the CWD.

### The Major or Concentration

All degree programs are described in the college catalog. Included in each program section is a description of program goals, outcomes, competencies, graduation requirements, opportunities for

## Standard 4: The Academic Program

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employment and/or further study, technical requirements, aptitudes and specific skills required of students to successfully complete the program. A complete profile of all options highlights courses of study, all degree concentration and certificate options, and suggests an approach, a guided pathway, to course sequencing, semester by semester, for a four-term completion of the Associate degree. This information is also available in individual profile sheets available in the main lobbies of both the Turner Building and the CAT/Health Sciences Building, the college catalog, as well as in the individual program sections of the college website. Both the catalog and the college website describe each course offered by LRCC, including required credits and any necessary prerequisites, as well as any electives students may pursue in their individual areas of interest. LRCC utilizes an electronic degree audit program, “Degree Works,” accessible to students and their academic advisors, which allows them to view courses the individuals have taken, thus assuring progress towards the chosen degree.

### Course Level

Every term, instructors submit syllabi for all courses, which are reviewed by the office of the VPASA. Every syllabus must detail expectations for student learning such as grading policies, course outcomes and competencies, and outline the requirements for successfully completing the course. All syllabi are kept on file in the VPASA’s office.

Information provided to students at the beginning of each course must include the Academic Affairs Notice, which outlines the most current policies on such issues as civil rights, equity, plagiarism, cheating, and technology use. It also informs students with regard to the Teaching, Learning, & Career Center (TLCC), Disabilities Services, and the Bennett Library. This information is found on the Canvas template for each course and may also be included on the syllabus.

An integral part of the syllabus is the statement of course competencies. These competencies are consistent with the core competencies defined and accepted by all of the colleges in CCSNH, following a major initiative in 2008. These include the skills, aptitudes, experiences, and knowledge that represent the benchmarks for the common educational foundation of all students who graduate from any college in the system. LRCC adopted this list of core competencies as a standard by which all degree programs at the college are evaluated.

The list of core competencies includes 70 items in the areas of human relationship skills, communication skills, critical thinking, global perspective, mathematical processes, scientific processes, technical skills, and learning skills. Additionally, eight outcome criteria were defined that summarize each of the eight categories. All are qualities that the College’s mission supports, “whether their goal is to transfer to a four-year college or university, enter immediately into employment in a technical or professional field, or simply improve their current skills and knowledge.” Instructors use these lists of core competencies to identify those competencies that are met in their particular courses, and to indicate how these competencies are assessed.

Curriculum modifications are outlined in the curriculum changes procedures. Any change must be reviewed, approved and signed by the department chair and the director of library services. The department chair must identify and allocate the resources necessary for the course/program to run. In addition, the director of library services verifies that adequate information resources are available or must be acquired to support the new course/program. Endorsement is also required by the department’s program advisory committee, to ensure that the changes are in line with the needs of business and industry in the community. The curriculum change proposal form and the supporting documentation must be filed with the office of the VPASA and then forwarded to the chair of the Academic Policy and Curriculum Committee (APCC). The person requesting the change must appear before the APCC when the proper documentation has been approved. The APCC determines whether or not the course or program has the breadth and depth to provide college-level instruction, that it is addressing a field of

## Standard 4: The Academic Program

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study appropriate for the college, and that it meets or exceeds LRCC standards. The APCC may approve the request, table it, pending further information or completion of recommended modifications, or deny the request as not being compatible with the college mission, not consistent with Board policy, or not within the ability of the college to support. The APCC meets regularly to address changes needed in various courses and/or programs. This committee functions quite well, and meets as often as is necessary, approximately every two weeks. Actions taken by the APCC are summarized and distributed to members of the committee at the next meeting. Minutes of all meetings are kept on file in the office of the VPASA, and with the full campus-wide implementation of Canvas, the College's new Learning Management System, the minutes will be available to all faculty and staff.

### **Integrity in the Award of Credit**

LRCC awards Associate degrees that require a minimum of 60 semester credits. Requirements for the balance and distribution of courses in the A.A., A.S. and A.A.S. degrees are set by the CCSNH office and LRCC's academic administration. Students must achieve and maintain at least a 2.0 Grade Point Average (GPA) in order to receive a degree or certificate. All degree programs have recently been revised to allow for credit reductions being proposed under Guided Pathways work. LRCC strives to ensure that no program exceeds 60 credits unless the program, such as Nursing, has curriculum requirements that make exceeding that number unavoidable.

At LRCC, students are continually evaluated in various ways such as writing, performing lab assignments, and taking tests. When students satisfactorily pass a course, they are awarded the appropriate credit for that course.

Students are offered the opportunity to transfer credits towards a degree or certificate. To receive transfer credits, a student must be matriculated into a program of study or certificate and must submit an official transcript. The Office of Academic Affairs is responsible for the evaluation of transfer credits and maintains a database of previously evaluated courses for reference and consistency when rewarding credits. If courses have not been previously evaluated, the decision lies with the appropriate department chair. Transfer credits are only awarded for courses that fit into the desired program, are equivalent in content and credit hours to those they will be replacing within the desired program; the student must have earned a grade of "C" or higher in the course. Students receiving transfer credits must complete 25% of all credits at LRCC.

Students are also afforded the opportunity to receive credits toward their degree or certificate through Running Start courses offered by numerous high schools in NH and Vermont. These are college-level courses, using the same textbook, taught by high school instructors who meet the same credentialing qualifications that college faculty are required to meet, which are described in "Minimum Standards for Part-Time and Running Start Faculty." The instructors are then paired with a faculty member who mentors and provides guidance. Students registering for Running Start courses are required to meet the same prerequisites as any student applying to attend LRCC. Running Start students who want to register for ENGL 100L College Composition must first take the Accuplacer Test and receive an appropriate score in order to be allowed to register. Students who do not score high enough are given an opportunity to retake the test to achieve the required score, or they must register for a non-credit English Fundamentals course and obtain a passing grade. Once they have earned a passing grade, they may register for College Composition.

While transfer credits from other colleges, universities, and Running Start are the most frequently used methods for transferring credits, students may also earn credits toward a degree or certificate in the following ways as detailed in the college catalog:

## Standard 4: The Academic Program

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- Credit by Exam
- DANTES (Defense Activity for Nontraditional Education Support)
- Continuing Education Credits
- Experiential Learning
- High School Articulation
- College-Level Examination Program (CLEP)

LRCC's residency policy states that students seeking a degree must earn at least 15 credits at LRCC, of which at least eight must be in advanced level courses in their area of study. A student seeking a professional certificate must complete a minimum of nine credits or 25% of the credits, whichever is larger, at LRCC; other certificate students must complete at least six credits or 25% at LRCC. Faculty and academic advisors are always available to assist students with transferring in or out, and with planning to help maximize credits in order to achieve their academic goals.

Along with the many degrees, professional certificates, and other certificates offered at LRCC, multiple opportunities are available for students who wish to begin their education at LRCC and continue at other institutions of higher education. LRCC students now benefit from many articulation agreements and guaranteed transfer programs to many other colleges, which can be started at any time while attending LRCC, and which can afford the opportunity to continue their studies in pursuit of additional degrees. All articulation agreements with other institutions can be found on the [college website](#) and are listed in the [2018-2019 Academic Catalog](#), pp 34-36. In addition, LRCC Liberal Arts students are able to take advantage of the articulation agreement with the University System of New Hampshire (USNH), which guarantees full transfer of the Associate of Arts degree in Liberal Arts. Others have also successfully transferred to Southern New Hampshire University, Lesley College, Northeastern University, The University of Alaska, Montana State University, Brigham Young University and a number of others. Enrollment in the Liberal Arts Program has grown steadily from 14 in 2001, when the program started, to 135 in the 2017-2018 academic year. The NH Dual Admission Program provides a seamless pathway from LRCC to one of the four members of the USNH (University of New Hampshire, Keene State College, Plymouth State University, or Granite State College).

Academic standing at LRCC is based upon the cumulative GPA earned by the student for all courses taken at LRCC. If a student falls below the accepted level of adequate progress, the student is placed on academic probation. A student who does not meet satisfactory progress for academic probation for three consecutive semesters will be placed on academic suspension. The criteria for placing students on [academic probation and suspension](#) can be found on the college website.

Any student wishing to appeal his or her academic standing must submit a letter clearly defining the basis for the appeal to the VPASA within seven business days following the date the notification was sent to the student. The student will then be asked to appear before the Academic Standing Committee (ASC). The student may have a representative at the meeting and is encouraged to meet with the college counselor or the academic advisor for assistance in presenting his or her case. Students who are not satisfied with the results of the appeal have the option to appeal directly to the President of the College within five days of the outcome of the initial appeal. This must be in writing and must clearly define the basis for appealing the VPASA's and ASC's decisions. These policies are found in the college catalog, in the student handbook, and on the [college website](#).

In addition to maintaining satisfactory academic progress, a student must always adhere to the Academic Honesty and Technology Use policies. In addition, when writing essays and other required papers, students are encouraged to use the plagiarism-checking software on Canvas. The penalties for academic dishonesty or misuse range from failing the test/paper to being dismissed from the college. These policies are available in the college catalog, the student handbook, and the faculty/staff handbook(s) and on the

## Standard 4: The Academic Program

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college website. In addition, it is part of the Academic Affairs Notice, which is distributed in every class to every student. The College publishes academic policies on Academic Honesty, Determination of Grades, Calculation of Grade Point Average, Academic Standing and How to Appeal decisions on Academic Standing in the college catalog, which is available in digital format on the [college website](#), pp. 23–27.

### Assuring Academic Quality

LRCC assures the quality of its academic programs in a number of ways. The first is through system-level approval of every program. After a program is approved, it becomes the responsibility of the department chair to conduct program reviews regularly to ensure that the content of the program is being delivered and assessed in line with the competencies listed, and that the program has adequate resources. External oversight by an advisory committee helps to assure the quality of every program. The advisory committee is comprised of both internal and external members of the LRCC community. Program reviews involve all faculty members who are tasked to compile data about the program, its resources, faculty, etc. The degree program annual review template is available under the Faculty Resources list on the LRCC website. These reviews are then presented to the VPASA, who reads the material and responds accordingly. Programs such as Nursing are also subject to oversight from outside agencies.

At the individual course level, LRCC seeks to maintain academic quality by having a consistent course description and set of outcomes for each class, regardless of the delivery mode or schedule. This course description can be found in the syllabus as well as in the course catalog. Students follow the program requirements in effect during the year they matriculate at LRCC, and any requirements changed or added after that date will not affect them.

Each program determines the number of courses offered in the program, the content, as well as the delivery method for each course. Modifications to a course must be submitted to the Academic Policy and Curriculum Committee (APCC). Course changes might include the course description, the number of contact hours or credits, the number of lecture or lab hours, or course prerequisites or co-requisites. Proposals for changes to courses may be submitted by any instructor and require the signatures of the department chair and the library director prior to submission to the APCC. After initial approval by the APCC, the proposed change is sent to the VPASA for final approval.

### Alternative Methods of Course Delivery

To ensure consistent and high-quality courses, LRCC is carefully monitoring the development and delivery of its online and hybrid offerings. The Distance Learning Committee (DLC) independently reviews all online courses in compliance with the Quality Matters™ Rubric developed by MarylandOnline, Inc. The results are compiled into a final evaluation. If the course does not score satisfactorily in this evaluation process, the DLC works with the instructor to help remedy the deficiencies. DLC members also mentor instructors who are interested in developing new online courses.

CCSNH offers support to both faculty and students engaging in distance education. LRCC students are directed to the CCSNH distance learning website to take advantage of the resources there. These include several evaluation tools to help the student determine if distance learning is a good personal choice, and an online learning guide that includes Canvas specific information, netiquette guidelines, course listings and credit transfer information. The website also has links and online videos with useful information for instructors seeking to engage in distance learning as well as an orientation for students new to online learning. In the fall 2017, LRCC offered 27 100% online courses, which represents double the number of courses offered in the 2007-2008 school year. In the spring 2018, 32 courses will be offered as 100% online classes. As of spring 2018, the College does not offer any program that is 100% online.

## Standard 4: The Academic Program

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For fall 2017 course offerings, there were 10 full-term hybrid courses, 18 courses offered in an eight-week format and two courses offered in a 12-week format. In spring 2018 course offerings, there were two courses offered for Winterim (a two-week intensive program over winter break), 13 full term hybrid classes, seven courses in an eight-week format, and eight courses in a seven-week format. In all formats, the course requirements mirror a full semester course. Instructors have now transitioned to Canvas, and applications such as Respondus Lockdown Browser and Monitor, which integrate well with Canvas, should aid instructors in assuring testing integrity in the online environment.

All colleges in the CCSNH system use the Canvas LMS, but not all courses at the College are taught in an online or hybrid format. Regardless of course delivery method, all faculty and adjunct instructors are required, at a minimum, to post the course syllabus, their contact information, and the Academic Affairs notices, classroom policies, and student services information on Canvas. All instructors are required to use the electronic grade book on Canvas so that grades are instantly available to students once assignments are graded.

### **Student Academic and Instructional Support**

The Teaching, Learning & Career Center (TLCC) and its staff of learning specialist facilitators, peer and master tutors, and two reading specialists are available to all students in order to foster independent learning. The Center provides training in writing, organizational and study skills, note taking, career planning and time management, and tutoring is offered in most subject areas. Tutoring sessions are on a one to one basis and allow students to ask questions, learn at their own pace, and receive immediate feedback. Staff will also work with faculty to offer additional support or conferencing. The Career Center of TLCC offers support in all aspects of career selection. Description and contact information for the TLCC is available in the college catalog, the student/faculty/staff handbooks, the academic affairs notice and the college website.

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1991, LRCC does not discriminate against students with disabilities in the admission process or in accessing opportunities for academic success. Students with documented disabilities are encouraged to disclose their disability in order to know if they qualify for reasonable classroom accommodations. Information regarding students' disabilities is kept confidential. All students and faculty can contact the college counselor for Disabilities/ADA coordinator to discuss support service options. The Disabilities Services mission and coordinator's contact information is included in the Academic Affairs Notice which is provided to students by every instructor at the beginning of each course.

Bennett Library supports and enhances on-campus and distance learning for LRCC students with a variety of print, electronic, and multimedia resources. Reference and interlibrary loan services assist with research and informational needs. The Bennett Library website offers access to the CCSNH and NH libraries' online catalogs, Ebscohost/ProQuest/Credo databases along with an e-book collection, and web links to other information resources and tutorials. With the recent retirement of the College librarian, there is currently a Library Supervisor who oversees this area. The library staff collaborates with faculty to provide materials that support the programs and mission of the college, and to provide instruction to students in learning how to find, evaluate, and use information, the life-long skill of information literacy. The 25-seat open library computer lab offers internet access, Microsoft Office, and other software applications for research or class projects. Wireless access and printing is also available. The library is open year-round, day and evening hours, with abbreviated hours during the summer and holiday periods.

The Information Technology (IT) department (one full-time and one part-time staff member) provides computer software and hardware support for all students, faculty and staff via email, telephone, and in-person assistance. Department staff is available from 8:00 a.m. to 6:30 p.m. Monday through Thursday, and 8:00 to 5:00 on Friday. An online, help-desk link is available for after hours and on weekends. Staff

## Standard 4: The Academic Program

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maintain and update all classroom IT equipment and labs in all buildings, including the off-campus site at Shaker Village for the Culinary Program. The IT department also provides assistance to students, faculty and staff who need help with mobile devices. The hardware and software labs for the Media Arts Program/classes, and for the Computer Program/classes are maintained by the faculty in those programs.

### Appraisal

The College has effectively demonstrated its commitment to continuously improving and enhancing its academic program. Indeed, its willingness and ability to expand its offerings to meet the needs of the community it serves, and its determination to provide state-of-the-art equipment and facilities, are readily identified as strengths of the College. Since the NEASC, fifth-year report in 2014, LRCC has expanded its academic program offerings, and has more than doubled its instructional space. The following new Associate degrees have been added: Toyota, /Lexus-T10, Health Information Technologies, Advanced Manufacturing, Electro-Mechanical Technology, Pastry Arts, and Hospitality Management. A Health Science concentration has been added within the Liberal Arts degree, and a Liberal Arts - Psychology concentration approval is imminent. The new Health Science building was completed in fall 2014 and provides state of the art labs for Fire Technology, Nursing, Biology, Biotechnology, Chemistry and Physics. With the new construction, LRCC also gained a much needed and frequently utilized 120-seat auditorium. In fall 2017, the new automotive building was completed. The building contains space for offices, storage, three classrooms, and 16 service bays with state-of-the-art equipment. In addition, the TLCC moved into an area vacated by moves into the new Health Sciences building, which expanded space for tutoring, a computer lab, and added the Career Center to assist students in finding employment, as well as providing workshops on resume and cover letter preparation, interviewing, and salary negotiation. All of these additions and changes bear witness to the priority the College places on providing an academic facilities and an Academic Program that is consistent with and vital to its mission.

The College currently has articulation agreements with 44 high schools and technical centers in NH, Maine, and Vermont. Formal articulation agreements exist between LRCC and all members of the USNH through NH Transfer. Other programs that have increased LRCC's articulation agreements include 2 + 2 and the Dual Enrollment program. The College now has articulation agreements with 11 colleges and universities.

The College recognizes that data collection regarding transfer students is an area needing attention. A formal report regarding transfer students does not currently exist; however, as part of the College's strategic plan, an initiative to improve data collection is underway. A task force is being charged with the responsibility of identifying information needs, including that of obtaining data on transfer students. While there has been progress in the collection, assessment, and utilization of data to make decisions about the Academic Program, there remains a significant growth opportunity and need for improvement this area.

LRCC takes advantage of the various methods of providing information to students about prospective programs and graduation requirements through print, online media, and software, such as "Degree Works." However, there are some inconsistencies between the print media such as the college catalog and the program profiles; inconsistencies also exist between the print media and the website. The College recognizes the need to update the College website as often as necessary to keep the information current, consistent, and accurate throughout.

### Assuring Academic Quality

LRCC's full-time faculty are fully engaged with students and their educational experience. As reported in the 2017 Community College Survey of Student Engagement (CCSSE), LRCC students gave benchmark scores for five items in "Active and Collaborative Learning" and "Student/Faculty Interaction" that rated

## Standard 4: The Academic Program

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higher than the 2017 CCSSE cohort consisting of 297 institutions. Students have various avenues available with which to communicate with faculty, including office appointments, email, and contact information on syllabi. Many faculty make themselves available 24/7 via email or phone so that students may ask questions at any time. The full-time faculty have successfully delivered classes in an increasing number of degree and certificate programs, while effectively mentoring the adjunct faculty pool. Forty-eight per cent of courses are taught by full-time faculty, while some adjuncts are retired full-time faculty. Other adjunct faculty are individuals who serve the College in an additional capacity. For example, the Human Services Program Coordinator also teaches in an adjunct capacity. There has been a corresponding increase in the number of advisees, for which faculty are responsible. Participation in non-instructional activities by faculty, such as committee and task-force responsibilities they have, certainly has the potential to impact the quality of instruction; however, the faculty remains dedicated to the quality of the education students receive here, and have been able to meet the workload challenges. One example of LRCC's educational success comes from the Nursing program, where 100% of the 2017 and 2018 graduates passed the NCLEX on their first attempt.

In the past two years, two specific initiatives have focused on helping students become successful from the moment they set foot on campus. Both are aimed at increasing retention and promoting successful completion of the student's academic program. A one-credit first year experience course, "College Essentials", which focuses on topics such as career selection, academic goal setting, information literacy, college expectations, and developing a relationship with one's academic advisor, was developed and implemented in fall 2016. At the same time, CCSNH began a program of ["Fifteen to Finish"](#), designed to help keep students on track to complete a minimum of 15 credits per semester, in order to earn a degree within the two-year time frame. As a result of these initiatives, the College is anticipating an increase in overall retention rates, among full time as well as part time students.

While the requirements for programs of study and the process for developing them may seem stringent, the integrity of each program is strengthened by the degree of oversight built into CCSNH and LRCC. Oversight at the system level is one means of ensuring that the programs being offered are in an appropriate field and at a suitable level for college credit. The involvement of the program advisory committee, the college advisory committee, the Board of Trustees, and system administrators assures that the programs proposed by the college are current, relevant, and meet the needs of business and industry, as well those of the students. Having a systematic and well-defined method of awarding credit improves the ability of LRCC students to transfer to four-year institutions. The general education core, as defined by the System, provides LRCC students with a solid foundation for further study and for participating meaningfully in their community.

Since the last NEASC review in 2008, program reviews have been performed inconsistently. However, all programs were reviewed during the 2017-2018 academic year, and a schedule for continuing such reviews has been developed. Programs will commence a four-year cycle of review beginning in 2019.

The Academic Policy and Curriculum Committee (APCC) does not meet during the summer, which has led to some minor, unilateral changes taking place. A policy adjustment is needed regarding this issue so that all necessary changes are passed through the APCC following the established procedure, ensuring the quality and integrity of programs and courses.

## Standard 4: The Academic Program

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### General Education

In 2016, an employee task force helped develop the College's definition of "An Educated Person":

*"An educated person is an individual who has undertaken a lifelong journey of discovery and learning. Throughout the lifelong process of acquiring skills and knowledge, the individual is empowered to function effectively throughout his/her life and career.*

*An educated person has the tools to be a productive member of society and to work for changes to better the local and global community. An educated person values and pursues knowledge and actualizes his/her capacity for human relationships; for communication; for critical thinking and creative problem solving/decision making; for a global and diverse perspective; for mathematical and scientific processes; for information literacy; and for career-based technical skills."*

This definition informs and guides the overall Academic Program and, very specifically, the General Education requirements for all associate degree programs offered by LRCC. The College recognizes the important contribution that the general education courses provide in the pursuit of becoming "an educated person." However, there are no requirements for general education courses for students who are pursuing certificates, rather than associate degrees. By focusing solely on career-based technical skills in the certificate programs, there is a missed opportunity to promote the pursuit of becoming an "educated person" and all that it encompasses. With this in mind, the College recognizes the need to revisit the certificate program requirements.

The General Studies Program is one of the College's strengths. It is central to the largest program, Liberal Arts, which creates a strong foundation for students. This program has seen enrollment grow steadily from 14 in 2001, when the program started, to 135 in the 2017-2018 academic year. The general education core also helps to align the program with transfer institutions.

### The Majors or Concentrations

Students have the ability to major in a number of different fields and to explore concentrations within certain fields, which allows them to feel more involved as they explore different avenues within that major. Regular program reviews, particularly with outside agencies and advisory boards, offer continuing improvements to degree programs, such as the addition of concentrations. With the new four-year cycle for program review, students should always be at the leading edge of their field in terms of knowledge and skills.

LRCC students also benefit from being part of CCSNH. There is currently a system initiative to allow students to take classes at any or all of the seven colleges and roll those credits up into one degree. The student would graduate from the college into which they matriculated.

LRCC has also enhanced the information available to students as they progress towards a degree with the Degree Works software program. It is available online at all times for students to view and audit their progress and it aids them, as well as their advisors, in choosing the correct sequence of courses to help them earn a degree in a timely fashion.

### Independent Work

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

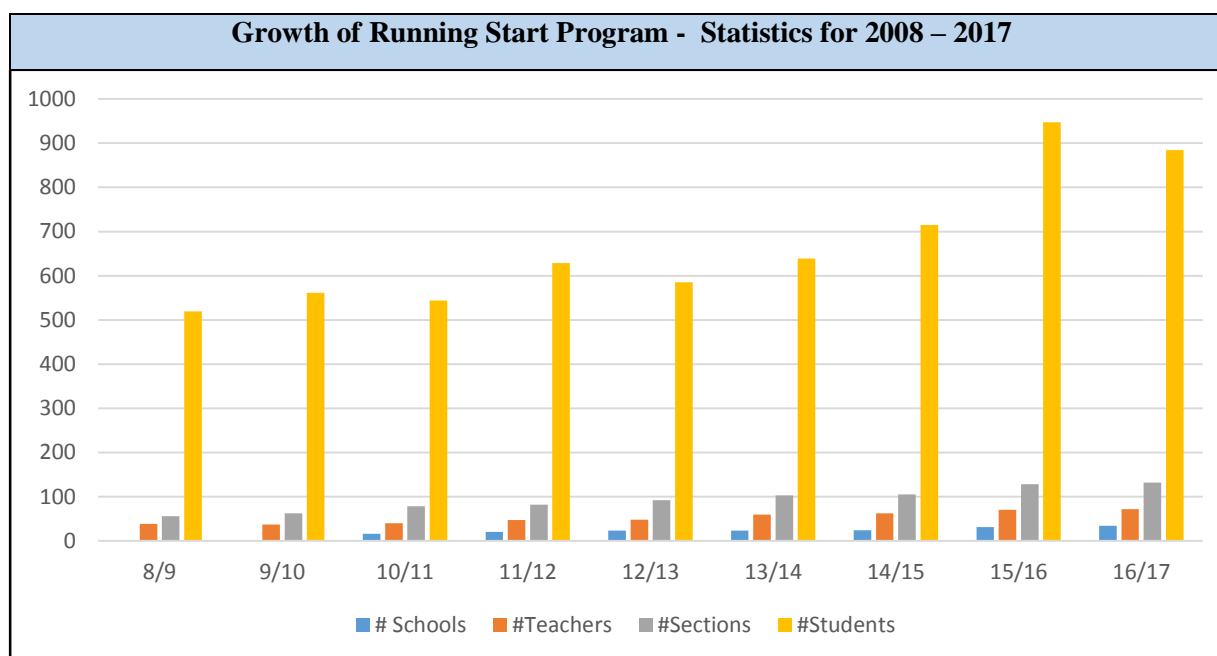
## Standard 4: The Academic Program

### Integrity in the Award of Credit

LRCC awards an Associate degree to students who have completed the required credits and courses for a chosen program. Requirements for the balance and distribution of courses in the A.A. and A.A.S. degree are set by CCSNH and have recently been revised to allow for credit reductions being proposed under Guided Pathways. Certificate programs do not require general education courses. Some programs allow students to opt for open electives within their degree programs.

LRCC maintains high academic standards throughout each program. For courses taken at LRCC, students are continually evaluated through their coursework in various ways such as writing, performing labs, and testing. When students satisfactorily pass a course, they are awarded the appropriate credit for that course. Students are also given credit for college level coursework completed in other ways, which can then be transferred to LRCC for credit. Students may take courses in high school (AP, Running Start, Early College) that will earn college credit. Running Start has been a program of tremendous value for students in N.H. high schools. It is very popular, and the number of students has nearly doubled in the past decade.

**Table 4.7 Growth of the New Hampshire Running Start program**



Students may also take courses at other colleges and transfer them to LRCC. Students may also earn credits from any of the following: Credit by Exam, DANTES (Defense Activity for Nontraditional Education Support), Continuing Education Credits and Experiential Learning. When credits are earned in these non-traditional ways, LRCC assures that any credit awarded meets the criteria of high academic standards set by the VPASA.

Some of the facilities required for students to complete their education are not available onsite in Laconia. For the Culinary Program, LRCC needed both space and a fully equipped kitchen, so an agreement was made with the Canterbury Shaker Village to use their facility until LRCC has the resources to move the Culinary Program to the main campus. Nursing and EMT students must complete clinical hours in

## Standard 4: The Academic Program

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various external facilities where they are trained in patient care and real-world medicine. LRCC maintains written agreements for the use of external facilities for the following:

- Culinary Program agreement with Shaker Village
- Nursing agreements for Clinical Facilities
- EMT-B and AEMT for Clinical Facilities
- Library – Licensing agreements for all electronic databases
- IT – most equipment and software through CCSNH that covers all colleges
- Fire Technology for Fire Academy
- Teaching Learning and Career Center (TLCC)-Licensing agreements for Kurzweil and College Career Network
- Other programs such as Automotive have agreements with automotive dealers, Toyota and GM

### Student Academic and Instructional Support

In keeping with the mission “to serve all students seeking a high-quality education, emphasizing active learning and personal attention,” Bennett Library and the TLCC provide individual services with an emphasis on individual student support. In addition, over the last five years, the college has added four-part time positions to increase individual access to academic and personal support services, two college counselors for student advising, a mental/emotional health counselor, and an ADA coordinator, whose responsibilities were previously part of the TLCC director’s position.

Limited budget spending to only critical needs for the last two years has caused a reduction in updating academic support resources each year. Although CCSNH libraries form a consortium to obtain group pricing for information resources and the online integrated library system, the increasing costs of maintaining and renewing electronic information resources to provide equal access to on and off campus students, and the price of replacing outdated hardware and software, rapidly depletes budgets. An updated college-wide technology plan was developed in fall 2017 and it is scheduled for implementation in fall 2018 in order to provide guidance for future planning and budgets.

Supporting the college’s definition of an “Educated Person” with information literacy as one of its attributes, Bennett Library has only been able to provide instructional sessions for classes as requested by individual instructors and aligned with the course’s research projects and assignments. In fall 2016, with the introduction of a “first year” experience for new students, information literacy became an integral part of the course curriculum, with the addition of the College Essentials course in collaboration with the library. This has been a good first step in introducing information literacy into the college curricula. In fall 2017, with the addition of a full-time English faculty member, several of the College Composition courses were revised to incorporate information literacy and the metaliteracy framework into the curriculum. After passing through the course approval process, they will be embedded within all College Composition classes in fall 2018.

The IT staff has worked diligently to maintain older computers throughout the campus including Shaker Village; however, budget constraints over the past two years have resulted in difficulty replacing outdated hardware. On-campus IT support for evening faculty and students after 6:30 p.m. has not been available, but the IT department is aware of the need, and has requested a work-study media support position for summer 2018. The IT department was a lead participant in the 2017 Technology Plan, which should be implemented in 2018.

LRCC has many strengths in its academic program. The College continually assesses its programs and curriculum with external and internal resources, such as the CCSSE, the Graduation Survey, the Bennett

## Standard 4: The Academic Program

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Library Student/Faculty Survey, and Banner reports. The College continues to adhere to the core competencies for all courses. LRCC continues to grow in online and hybrid courses. LRCC has done outstanding work to promote student success by introducing College Essentials for first time students, and by establishing remedial Math and remedial English as co-requisites rather than pre-requisites. The College has recently performed comprehensive program reviews, and now has a schedule in place for future reviews. The College also faces a number of challenges. LRCC needs to update and review academic policies and degree competencies on a more regular basis. It needs to work on supporting students in the online environment with a comprehensive assistance program. It needs to systematically collect data pertaining to graduates, job placement across all fields, and transfer students and their success. Although its capacity to provide an excellent academic program is currently adequate, declining enrollments in NH will likely lead to reduced income for many area colleges. This will necessitate careful attention to its continued ability to provide adequate numbers of qualified faculty and services in order to sustain the quality program it now has. The College is keenly aware of this challenge, and is confident that the initiatives it has in place, as well as the projections outlined below, will significantly enhance its ability, not just to maintain, but actually to improve the quality of the educational experience it offers its students.

### Projection

The College has committed to several strategic initiatives in order to improve its Academic Program. There is considerable overlap with the projections described herein and those in other chapters of this document, resulting in occasional restatement of those action plans that address multiple goals.

The following strategies and goals are derived from the institution's Academic Goals for AY 2018-2019, and from the College's 2018-2021 Strategic Plan:

By May 2019, the College plans to create additional pathways from high schools to baccalaureate-granting institution.

Also by May 2019, the College intends to increase fall-to-spring and fall-to-fall retention by 3% for incoming students.

In an effort to improve the academic program, the College will explore shared academic services with CCSNH.

As an essential step in improving data collection and utilization to improve the academic program, the VPASA, along with the Department Chairs and Program Coordinators, will improve conduct a comprehensive review of all academic assessment measures and activities. This review is to be completed by May 2019.

The VPASA, along with the Department Chairs and Program Coordinators will explore pursuing at least one external accrediting option for at least one academic program. The projected timeline for completion of this exploration is May 2019.

The VPASA will lead an initiative to assess academic services for distance learning students.

The APCC will review, revise, and update academic policies at LRCC.

A taskforce will be appointed to identify ways to improve data collection, utilization and access across the College. This is a major initiative, with a scheduled completion target of May 2021.

Students are introduced to information literacy in the College Essentials course that is required for new students. This provides a good beginning, but the College plans to place additional emphasis in this area.

## **Standard 4: The Academic Program**

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Department Chairs and Program Coordinators are now exploring ways to embed information literacy across the curriculum.

Finally, an assessment of the quantity, quality, and diversity of academic services provided by the library is part of the 2020 Bennett Library Strategic Plan.

The College recognizes that it has developed ambitious and multi-faceted, yet achievable, plans to improve its academic program, and it enthusiastically embraces these challenges.

**Standard 4.1: The Academic Program**  
**(Summary - Degree-Seeking 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
Main Campus FT	337							337
Main Campus PT	328							328
Other Locations FT	37							37
Other Locations PT	19							19
Distance education FT	**							0
Distance education PT	**							0
Unduplicated Headcount Total	721	0	0	0	0	0	0	721
Total FTE	737.50							737.50
Enter FTE definition:	Total Credits/12							
Degrees Awarded, Most Recent Year	181							181

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.

Please enter any explanatory notes in the box  
below

Enrollment based on Fall 2017. Other Location Running Start, Early College, Estart.  
**\*\* Online enrollments are not tracked separately.**

**Standard 4.2: The Academic Program**  
**(Summary - Non-degree seeking Enrollment and Awards)**

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non- Matriculated Students	Visiting Students	Total Non-degree- Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	12	2		14	374	388
Main Campus PT	28	131		159	347	506
Other Locations FT				0		0
Other Locations PT	3			3		3
Unduplicated Headcount Total	43	133	0	176		176
Total FTE				0		0.00
Enter FTE definition:						
Certificates Awarded, Most Recent Year	7					

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.

Please enter any explanatory notes in the box below

Enrollment based on Fall 2017

**Standard 4.3: The Academic Program**  
**(Headcount by UNDERGRADUATE Major)**

	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)

For Fall Term, as of Census Date

**Certificate (add more rows as needed)**

Accounting	25.00	-	1.00	4.00	3.00	2.00
Advanced Manufacturing	19.00	5.00	3.00	17.00	17.00	6.00
Applied Career Fundamentals*	26.00					
Business Management	28.00		1.00	1.00	2.00	3.00
Brewing and Fermentation	27.00					
Career and Technical Education	24.00					
Culinary Arts	28.00	2.00	1.00	2.00	2.00	2.00
Network Administrator	30.00			2.00	2.00	2.00
Application Developer	30.00		1.00			
Database Administrator	30.00	1.00				
Gaming and Animation Developer	30.00	2.00	2.00	2.00		
Technologies for Education	25.00					1.00
Website Developer	30.00					
Associate Teacher	9.00	1.00	2.00			1.00
Lead Teacher	20.00		1.00	1.00		
Early Childhood Advanced	29.00		1.00			1.00
Integrated Arts*	15.00					
Electrical Power & Control Technologies	26.00				2.00	
National Electrical Code Interpretation	6.00					
Residential Construction Wiring	9.00					1.00
Commercial Construction Wiring	17.00					
Industrial Construction Wiring	10.00					
Electrical Systems Installation and Maintenance	26.00			1.00	3.00	5.00
Energy Services and Technology	8(CEU)					
Fire Protection	30.00		1.00			
Fire Science	30.00		2.00	1.00	1.00	1.00
Graphic Design Foundation	15.00	3.00	2.00			2.00
Human Services	27.00					
Gerontology	27.00					
Developmental Disabilities	28.00	1.00	3.00			
Administrative Office Assistant	28.00			3.00	1.00	
Medical Office Assistant	28.00	6.00	5.00	2.00	2.00	1.00
Pastry Arts	16.00	1.00		1.00		

Restaurant Management	28.00			2.00	1.00	
Institutional Food Service*	20.00					
Marine Technology	30.00		3.00	8.00	7.00	6.00
Toyota/Lexus T-Ten (Level One)	26.00					
Toyota/Lexus T-Ten (Level Two)	51.00					
Automotive Technology (Basic)	24/25			1.00		1.00
Automotive Technology (Advanced)	28.00					
Total		22	29	48	43	35

Associate (add more rows as needed)

Accounting	64/65	29	10	14	19	15
Accounting (Con. in Computer Apps)	64/65		5	4	3	3
Accounting (Con. in Business)	64/65		16	5	2	
Advanced Manufacturing	64	23	19	22	17	14
Automotive Service Education Program	68-69	22	21	27	19	26
Automotive Technology	67/68	33	27	20	20	15
Business Management	64/65	64	61	61	59	32
Computer Technologies	66-68	43	37	31	32	27
Culinary Arts	67/68	68	53	41	39	26
Early Childhood Education	65/66	45	44	40	27	17
Electrical Power & Control Technologies	66/67	10	10	12	7	8
Electrical Systems Installation and Maintenance.	64	40	31	21	25	22
Electro-Mechanical Technologies	66	1	4	3	5	8
Energy Services and Technology*	66-68	3	1			
Fine Arts	67-70	18	13	9	11	12
Fire Protection	66/67	3	2	4	6	4
Fire Science	66/67	128	143	105	90	94
General Studies	64			1	54	80
Graphic Design	66-69	28	22	24	20	20
Health Information Technologies	69-71	1				
Hospitality Management	63				1	1
Human Services	67/68	41	29	30	21	21
Human Services (Gerontology)	67/68					
Liberal Arts	64	282	218	158	101	59
Liberal Arts (Health Science)	64		32	58	35	15
Marine Technology	65/66	16	14	13	8	9
Media Arts and Technology	66-69	13	14	11	17	10

Nursing	68/69	57	45	44	42	42
Office Technology Management	64/65	27	24	24	12	9
Pastry Arts	64-66	25	27	18	11	12
Psychology					1	1
Restaurant Management	68	8	10	4	5	4
Teacher Preparation	67		5	7	2	1
Toyota/Lexus T-Ten	71				10	18
Undeclared		197	189	139	97	69
Total		1,225	1,126	950	818	694
Total Undergraduate		1,247	1,155	998	861	729

\* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Fall 2014 we did not track Running Start/Early College or Estart as separate program codes. Enrollment by program was retrieved from the Fall 2014 census date headcount and the Undeclared enrollment number was retrieved from Fall 2014 IPEDS. In the Fall 2015 IPEDS enrollment numbers, final number included Early College students, which is not a degree seeking program. The numbers above do not include students enrolled as Early College. In the Fall 2016 Enrollment by program number were retrieved from the census headcount and the undeclared enrollment number was retrieved from the IPEDS undeclared number in Fall Enrollment. An "\*" indicates the program is no longer offered.

### Standard 4.4: The Academic Program (Headcount by GRADUATE Major)

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For Fall Term, as of Census Date

Number of credits*	3 Years	2 Years	1 Year	Current	Next Year Forward (goal)
	Prior (Fall 2 )	Prior (Fall 2 )	Prior (Fall 2 )	Year (Fall 2 )	(Fall 2 )

**Master's (add more rows as needed)**

?						
Total		0	0	0	0	0

**Doctorate (add more rows as needed)**

?						
Total		0	0	0	0	0

**First Professional (add more rows as needed)**

?						
Total		0	0	0	0	0

**Other; specify (add more rows as needed)**

?						
Total		0	0	0	0	0

Total Graduate

	0	0	0	0	0
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\* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

N/A

**Standard 4.5: The Academic Program**  
**(Credit Hours Generated and Information Literacy)**

**Credit Hours Generated By Department or Comparable Academic Unit**

3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
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**Undergraduate (add more rows as needed)**

Liberal Arts	2,634	2,101			
Math/Science (Included in Liberal Arts)					
Business Technologies	1,057	1,011			
Culinary/Pastry/Rest. Mgmt./Comp.	1,699	1,345			
Nursing	566	412			
Electrical Technologies/Advanced Man.	956	802			
Fire Technologies	1,539	1,688			
HS/ECE/Fine Arts/Graphic/Media	1,481	1,270			
Automotive/Marine Technologies	714	700			
Department Reorganization Fall 2016					
Business and Culinary Arts			1,749	1,633	1,133
Computer and Design Technologies			773	880	731
Electrical & Manufacturing Technologies.			763	825	748
Fire Technology			1,381	1,290	1,325
Liberal and Professional Studies			3,021	2,566	2,052
Nursing			434	431	405
Transportation Technologies			805	766	841
Total	10,646	9,329	8,926	8,391	7,235

**Information Literacy Sessions**

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

**URL of Information Literacy Reports:**

Please enter any explanatory notes in the box below

In the Fall 2016 there was a restructure of departments. Fall 2014/2015 totals credits from previous department breakdown. Fall 2016/2017 totals credits from current department breakdown.

## Standard 5: Students

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### Description

As an open access institution, Lakes Region Community College serves students from a variety of socio-economic and educational backgrounds and seeks to enroll a diverse student body. The total headcount for non-matriculated and matriculated students based on the fall 2017 IPEDS is 827. Students range in age from 18 to 65; 69% are white, and 53% attend full-time. As a community college in an area where 90% of the state population is white, LRCC finds itself challenged to obtain the diversity it wishes to achieve on the campus.

The emphasis that Lakes Region Community College (LRCC) places on student success is clearly evident in its approach to the design and implementation of its programs and services. The College utilizes a student service model that supports the college mission, serving all students seeking a high-quality education, emphasizing active learning and personal attention. Whether the goal is to transfer to a four-year college or university, enter immediately into employment, or simply improve current skills and knowledge, LRCC is committed to helping students reach these goals. In order to allow for student success, Student Services provides academic support and advising in all programs and ensures equal accessibility to all students.

LRCC offers co-curricular activities that make it possible for students to participate in a full college experience. Enrolled students are eligible and encouraged to take part in any co-curricular opportunities available at the college, which include clubs, organizations, and elected offices within student government. All LRCC students enjoy equal access to all learning resources including, but not limited to, the Bennett Library; The Teaching, Learning and Career Center; the Student Information System (SIS); and Canvas, the Learning Management System (LMS).

### Admissions

Lakes Region Community College admits a student body base consistent with the mission and has defined ethical policies and procedures. Student recruitment is primarily the responsibility of the Admissions office but is viewed as a campus-wide responsibility. The admissions staff actively participates in admissions events such as college fairs, high school visits, and on-campus recruitment activities, including open house events. Application to the college can be completed via paper application or [online](#). A 20-dollar application fee is required at the time of submission. Students applying during an open house event receive an application fee waiver. Prospective students must provide a high school diploma, HiSet, or GED, and are required to submit official transcript(s) for all previous postsecondary work. Students who are veterans should apprise the college if they are eligible for veterans' educational benefits. Application procedures and the non-discrimination policy can be found on pages 6 and 11 of the [college catalog](#).

LRCC possesses a list of pre-admission recommendations to help students better prepare for admission into any given program. Enrolling at LRCC provides students with the opportunity to earn a degree at a considerable savings. Students may matriculate into a degree or certificate program on a full- or part-time basis and enroll in classes offered in day, evening, or online sections. Students may also extend coursework beyond the number of semesters outlined in the program profile. The institution offers over 28 associate degree and 32 certificate programs, including those that will prepare students for high-demand careers. Flexible scheduling and online courses allow students to design a schedule that works for them. Admission to LRCC is open to anyone whose academic record and personal qualifications suggest that they may pursue one of its many programs successfully. Certain programs such as Nursing, Toyota T-Ten (Toyota Technician's Education Network) and ASEP (Automotive Service Education) have additional admissions requirements. If the student does not possess the necessary requirements for these programs, they will not gain admission and an alternate program will be recommended.

## Standard 5: Students

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LRCC ensures the academic preparedness of students by requiring all accepted students without prior college credits to complete the Accuplacer exam upon admission and prior to class registration. This assessment places students either directly into credit-bearing or remedial courses. Remedial courses offer credit, but do not fulfill graduation requirements. Once Accuplacer testing is complete, students review their results with one of the college counselors or their assigned academic advisor. All students are encouraged to meet with an academic advisor prior to registration each semester to review course selection and help assure a timely path to graduation. Returning students, after consulting with their advisor, may self-register through SIS.

In order for students to acquire a better understanding of what LRCC has to offer prior to enrollment, the institution hosts several open house events throughout the year. Prospective students receive information about their academic program(s) of interest as well as information about student services. Students who commit to furthering their education are invited to participate in an on-campus orientation. The orientation day includes a campus tour, lunch provided by the college's Culinary Arts Program, and the opportunity to meet other incoming students interested in the same field of study. Information related to financial aid, student support services, student governance, and housing is also presented to students and their families. Students should leave with a yearlong schedule as well as an understanding of SIS and Canvas (LMS).

### **Student Services and Co-Curricular Experiences**

LRCC maintains the quality and effectiveness of its student service staff by hiring individuals who meet the requirements of the job descriptions, and by monitoring employees' performance through periodic performance evaluations. All personnel involved in student services meet criteria for employment as determined by the campus human resource officer and by the Community College System of New Hampshire (CCSNH). LRCC encourages the professional development of employees by supporting their unique development needs, when this development is consistent with, and contributes to, the College mission. All full- and part-time employees (except adjunct faculty) are eligible for financial assistance for participation in job related professional development, which include the following: conferences, seminars, and non-CCSNH tuition reimbursement.

At LRCC, students are exposed to various methods of instruction. While some courses are lecture-based, others subscribe to a performance-based, student-directed learning philosophy. Performance-based learning is a systematic, organized approach to education and training that specifies the knowledge and skills required for graduates to perform competently and confidently in a rapidly changing economy and society. Programs and courses are structured within a competency-based framework. Defined competencies (knowledge, skills, and attitudes) in each course allow educators and learners to work together to maximize the potential of each individual in the learning process. Intellectual, interpersonal and/or physical-manual competencies are assessed continuously to assist learners in improving their performance. The college constantly strives to provide a physical, intellectual, and social environment that supports the unique learning styles, backgrounds, and needs of each individual. Information on services available to students, as well as other information pertinent to student success, can be found on the college website under [consumer information](#) the [student handbook](#), and the [college catalog](#).

LRCC identifies the needs of the student population by responding to feedback from CCSNH, the students and the community. Identifying student interests and needs reflects LRCC's mission of emphasizing active learning and continuing its development as a learning-centered institution, characterized by innovation, responsiveness, flexibility, caring, collegiality, accountability, and educational excellence.

The services provided by LRCC are described in detail on the college website and in the student handbook. Student services include The Teaching, Learning, and Career Center (TLCC); The Bennett

## Standard 5: Students

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Library; The Behavioral Intervention Team (BIT); Food Service; The College Bookstore, Student Housing; peer tutoring; and additional resources for students with disabilities.

The Theta Kappa Honor Society and the student senate offer students opportunities to participate in organizations on a professional and political level. All clubs and organizations are described in the student handbook and the LRCC website. Campus events sponsored by the student senate are advertised on the college website and also posted on bulletin boards throughout campus. Examples of activities open to all students include kayaking, Whiffle ball tournaments, bowling, wildlife encounters, ball games and haunted houses. There are two, one-hour activity periods within the class schedule each week to allow time for clubs and organizations to meet. Very few classes are scheduled during this time frame in order to allow for participation by the majority of students.

LRCC provides an environment in which students can work and study free from all forms of discrimination, including sexual harassment, which is treated as a form of misconduct, and will not be tolerated under any circumstances. The college does not offer on-campus health services; however, a list of area resources is provided on the college website. LRCC offers an on-campus fitness center providing cardio equipment and an assortment of weights. Genesis Behavioral Health provides mental health services and is available at various times during the week for students in crisis. Support counselors are available to students in need of academic or emotional support. LRCC and New Beginnings recently formed a partnership to provide services to students experiencing, or who have experienced, unhealthy relationships. The college maintains a Behavioral Intervention Team (BIT) to evaluate and assist students in distress, in need of support, or demonstrating behaviors that interfere with the learning environment in the classroom. Referrals to the BIT are anonymous and can be made by completing a [BIT incident form](#), with information kept confidential. Every referral is acted upon and a plan is developed to assure everyone's safety. Emergency situations on campus are managed through the 911 system. Telephones are located in each classroom, and emergency call boxes are located throughout campus. Automated External Defibrillators are located in the cafeteria, outside the library, and in the lobby of the Center for Arts and Technology (CAT) building.

Academic advising is available to all students matriculated into a degree or certificate program. A faculty member is assigned to assist the student from matriculation to graduation. The academic advisor will assist with student registration, course changes, and withdrawals. They also assist students in identifying academic and personal resources on campus, and help students understand various program options. Advisors may help students with decisions about career goals or further education. In addition, The Teaching, Learning & Career Center (TLCC) is a support service designed to enhance the educational opportunities of all students by providing tools to foster independent learning. The TLCC has a growing list of resources including books, handouts, video/audio tapes, computerized tutorials, and advanced assistive technology. Learning specialists, peer and master tutors, and reading specialists are available for students in need. The TLCC provides training in organizational and study skills, note taking, career planning, and time management. Tutoring is also available in most subject areas. Students needing academic support or simply wanting to advance more rapidly in an academic area may contact the TLCC.

Student support counselors are also available to assist students with family, financial, work, and other concerns that may impede academic success. Counselors can facilitate conversations between students and professors or make appropriate referrals. Students with disabilities are referred to the Americans with Disabilities Act (ADA) coordinator. LRCC strives to provide equal educational access and opportunities to all students with documented disabilities. The coordinator is available to discuss accommodations that will promote a successful educational experience. Students work with the coordinator to develop independent learning skills that encourage academic success. These services and all records are confidential and are kept with the ADA coordinator.

## Standard 5: Students

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LRCC understands that higher education comes with student financial responsibility. Students are advised of the tuition costs via the LRCC website, the Business office, the Financial Aid office and at registration. [Estimated program cost sheets](#) are also available online for long-term planning. Payment plans are available as well as federal financial aid. The LRCC financial aid officers are committed to helping students and families complete the financial aid process, which can be daunting at times. Therefore, the goal is to alleviate the added stress inherent in the process by providing information as needed. Students are faced with a variety of circumstances that can make the process even more challenging. Each case is handled individually, with confidentiality being one of the top priorities.

The Financial Aid office currently operates with a director of financial aid and a financial aid program assistant. The process begins with students completing the Free Application for Federal Student Aid at [www.FAFSA.gov](http://www.FAFSA.gov). Application information is located in the student handbook, the college catalog, on the website, and in financial aid publications. Once the application is submitted, the files are downloaded for review by the financial aid director. Eligibility is determined by an equitable formula based on income, assets and the size of the household. The amount and type of aid is determined by the student's estimated family contribution, and federal and state allocations. Satisfactory academic progress is also reviewed prior to packaging. Students must make satisfactory progress in order to remain eligible for the financial aid. During the 2016-2017 aid year, the financial aid office paid \$1,564,749 in federal grants, \$3,798,478 in federal student loans, \$94,135 in private student loans, and \$169,220 in state aid. Information about student eligibility is located in the [financial aid handbook](#) posted on the LRCC financial aid section.

All first-time borrowers must complete an online entrance counseling session prior to disbursement. This online counseling addresses cost, debt, and repayment. LRCC is proactive in its attempt to keep student loan debt at a minimum; during one on one conversations, students are encouraged to borrow only what is absolutely necessary. At graduation, withdrawal from the college or if they drop below six credits, students receive an exit counseling packet. This packet includes information about the exit counseling requirement and default prevention.

LRCC provides the first step to students wishing to continue their education after graduation. Representatives from four-year colleges visit the campus each year and provide information related to transfer opportunities. The college maintains articulation agreements with many colleges throughout New Hampshire. A post-graduation survey found that 40% of students were continuing their education.

Many graduates decide not to continue their education and instead find employment in their field of study. According to the post-graduation survey that is completed by all students, the Nursing Program class of 2016 reached an employment rate of 92%. The post-graduation survey results for the entire class of 2017 show 52% of LRCC graduates had gained employment in their field.

### Appraisal

Consistent with the college mission, LRCC strives to ensure that students are provided with all the resources and services needed to meet their education goals. The college mission states the college's goal to provide a high-quality education to all individuals. The LRCC student population has a diverse demographic ranging from recent high school graduates to middle-aged adults returning to the work force or entering a second career. Many first-generation, as well as adult students, carry the responsibilities of full-time work and providing for a family. Although budget restrictions have resulted in an overall reduction in the numbers of staff at the College, and have rendered it somewhat challenging to manage the many and varied components of students services, the College recognizes the importance of these responsibilities and has still been able to address effectively the needs of the students in this regard.

## Standard 5: Students

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### Admissions

LRCC is aware that cultural diversity is lacking on the campus. In fall 2017, the college reported an enrollment of 827 to IPEDS; only 5% had an ethnic background other than white, and 26% were unknown. The college understands the need to create cultural diversity on campus and has included a relevant initiative in the 2018-2021 strategic plan. The director of enrollment management and onboarding (DEMO) has been assigned to create a recruitment and marketing plan that will include a plan to increase cultural diversity on campus.

The institution offers a wide variety of degree and certificate programs offering students the opportunity to graduate and enter directly into their field of study, or transfer to four-year institution. For nursing students, LRCC offers a two plus two program with Southern New Hampshire University (SNHU); a two plus two [dual Admission Program](#) with the University System of New Hampshire; and a three plus one program with Granite State College. Students eligible for the two plus two nursing program must earn an Associate degree in Nursing from Lakes Region Community College with a 2.5 minimum GPA. Through this program, students can transfer up to 90 credits and will receive discounted tuition while attending Southern New Hampshire University. Students enrolling in the [New Hampshire Dual Admission](#) Program receive a seamless academic pathway from the New Hampshire Community Colleges to one of the four members of the University System of New Hampshire (The University of New Hampshire, Keene State College, Plymouth State University, and Granite State College). Students complete an associate degree at LRCC before transitioning to one of the members of the University System of New Hampshire to complete a four-year degree. As part of this program, students will receive special academic advising and enjoy campus activities at two institutions. The three plus one program allows students to complete their first three years at LRCC and then transfer to Granite State College to complete their fourth year at the same tuition rate as LRCC. The college has worked diligently to provide these opportunities and anticipates an increase in participation. No students have enrolled yet in the three plus one program.

LRCC has observed that enrolling in college seems to be a last-minute decision for some individuals. An analysis of its student population has determined that the group of students who enroll at the last minute are less likely to succeed. In order to serve this population more effectively, and to promote student success, LRCC requires that admission to the college be completed no later than two weeks prior to the start of the semester. A student accepted after that point is directed towards late start courses, so as to ensure that financial aid is in place, and also so that Accuplacer testing can be completed.

In spring 2016, LRCC began to offer student housing. The Apple Ridge Apartments provide 48 units, with one unit designated for the residence director. The apartments accommodate up to 162 students. Students wishing to live in the student apartments must be accepted into a program, enroll in a minimum of 12 credits, and submit a health form, and a [housing application](#) along with a housing contract and deposit. In fall 2017, 110 students took advantage of student housing. The strategic plan addresses the need to increase the number of residential students by 5% annually.

Lakes Region Community College continues to see a decline in applications and enrollment (see Data Forms 5.1 and 5.2). In response to the continuing decline, LRCC has restructured the Admissions office and hired a Director of Enrollment Management and Onboarding (DEMO). The position is designed to incorporate recruitment, enrollment and retention. The goal is not only to admit students but to see them through to graduation. The new structure will assist the institution in assessing the effectiveness of current program offerings and services.

## Standard 5: Students

**Table 5.1 Applications to enrollment across the report period – Excerpt from Data Form 5.1.**

	FY 2014	FY2015	FY2016	FY2017
Freshman-Undergraduate				
Completed Applications				
Applications Accepted	549	493	460	385
Applicants Enrolled		296	295	266
% Accepted of Applied	—	—	—	—
% Enrolled of Accepted	0.0%	60.0%	61.1%	57.8%
Percent Change Year over Year				
Completed Applications	n/a	—	—	—
Applications Accepted	n/a	-10.2%	-2.0%	-4.8%
Applicants Enrolled	n/a	-	-.3%	-9.8%

**Table 5.2 Headcount across the report period – Excerpt from Data Form 5.2.**

Total Undergraduate Students	FY2014	FY2015	FY2016	FY2017
Full-Time Headcount	458	401	399	388
Part-Time Headcount	789	754	599	473
Total Headcount	1247	1155	998	861
Total FTE	774	807	750	692
% Change FTE Undergraduate	n/a	4.2%	-7.1%	-8.1%

Tables 5.1 and 5.2 illustrate the decreasing enrollment numbers. LRCC's 2018-2021 strategic plan includes initiatives to help increase enrollment and retention. Developing recruitment and marketing plans, exploring the means for data-driven decisions and exploring the organizational structure in recruitment are ways LRCC plans to improve enrollment. LRCC built a budget based on a 4% decrease for FY20 from last year's credits sold. Future projections are -3% for FY21, -2% for FY22 and -1 for FY23.

### Student Services and Co-Curricular Experiences

The College recognizes the need to improve retention. One of the roles of the newly hired Associate Vice President of Student and Academic Affairs (AVPSA) is to assist the Director of Enrollment and Onboarding in creating retention goals. The College's strategic plan also addresses retention, with plans to create an advising center, conduct an annual review of the orientation process, and develop program maps for part-time students. Recently, LRCC implemented a new orientation program and began pre-registering incoming freshman. The two initiatives assisted in retention efforts by increasing registrations by 7% from fall 2016 to spring 2017.

A College Essentials course was developed during the spring of 2016 and implemented in fall 2016. This required course is designed to help new students become confident in their abilities to be successful in college. Students practice using Canvas, the learning management system, and also focus on some of the basic knowledge and skills they will need as students, such as information literacy, critical thinking, test-taking strategies, academic honesty, etc. It also incorporates content and assignments related to career exploration, so that students have the opportunity to investigate their chosen career, or if they are undecided, simply to help investigate a career of possible interest. New students should take this course during their first semester. A minimum grade of "C" in College Essentials is required for graduation.

## Standard 5: Students

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The college currently does not offer any 100% online programs. LRCC anticipates that in fall 2019, Business Management will be offered 100% online, in addition to the traditional program. LRCC is also exploring the option of a weekend college program for Business Management. Students would meet in the classroom on weekends, and online during the week. LRCC recognizes the need to continue to develop online programs and courses to meet the needs of its students.

Although LRCC is challenged by limited resources, it strives to meet all student needs, allowing them to be successful in their program of study. The College's Teaching, Learning, and Career Center (TLCC) is available for academic support services. For example, the TLCC staff provide individualized training for college success, writing workshops, career support, assistance with time management, and note- and test-taking strategies. Students needing additional assistance have access to free tutoring in various subject areas through the TLCC. Tutoring services are offered in the fall and spring semesters, as well as the summer session, during which they are available on a reduced basis. The TLCC provides tools to promote student success, including Rosetta Stone for English, Job Access with Speech (JAWS), iMax (Magnifier), iCommunicate and Kurzweil.

The TLCC offers career services to students, which include career assessment/career exploration, individual career development/planning, resume and cover letter assistance, interview protocol assistance, career search, networking support, and specialized workshops. LRCC uses the College Central Network, which allows students to search for all full-time, part-time, and seasonal job opportunities. Students have the opportunity to create and upload resumes and career portfolios to make these available to employers, and they can access event announcements, career advice documents, podcasts, videos, and articles.

LRCC currently offers over 30 articulation agreements with high schools in New Hampshire and Vermont, which are designed to allow students to earn college credits for courses taken in high school. Automotive, Business Management, Early Childhood Education and Electrical programs offer these agreements.

The Bennett Library provides students with academic support as well as study space. The library provides a collection of resources, electronic and printed, allowing students to access information regardless of their location. Many online databases are available, and they can be accessed through the College website 24 hours a day. The library provides computers with internet availability to students for access to the LMS, SIS, and Microsoft Office software. It also provides laptops and/or projectors to students for class projects or presentations. Although the space provided has many resources for the student population, there is a need to update the furnishings, the technology, and the collection, both books and electronic. A strategic plan to address these concerns was presented to the College Coordinating Council in April, 2018.

Two part-time support counselors are available to students Monday through Thursday. The counselors assist students with navigating the enrollment process, facilitating a conversation with a professor or a local agency, or making a referral if appropriate. Students would benefit from increased coverage on Fridays, but these hours are not offered at this time. LRCC also recognizes the need to support mental health and has formed a relationship with New Beginnings and Lakes Region Mental Health Center. New Beginnings is on campus once a week for two hours and Lakes Region Mental Health Center has on-campus office hours to help support students' mental health. The college is aware these services are limited and that an increased presence would benefit the student population.

In order to meet the needs of non-traditional students, the Admissions office, Financial Aid office, Business office, and Registrar's office have increased hours of operation, which are 8:00 a.m. - 6:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday. The strategic plan addresses the need to improve services to all students and will be implementing a one-stop model, which will require cross

## Standard 5: Students

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training employees with a working knowledge of the Admissions, the Financial Aid, the Business, and the Registrar's office. Students will be able to receive general assistance in one office and not be directed to multiple offices. The aim is to create a positive experience for students in each step of the enrollment process. This model creates a one-point-of-service scenario for all potential and current students.

LRCC provides a number of tools to assist students while they are enrolled. The Canvas LMS is an important resource to ensure that students receive essential information and have working communication with the instructor. It allows instructors to post assignments, syllabi, and other important documentation for students. Students are able to submit assignments, email their instructors, and contact classmates using Canvas. The Student Information System (SIS) is available to all current and former students. SIS provides students with advisor information, the ability to add and drop classes, and to review their unofficial transcript. It also allows students to sign their financial aid award letters, and to view and pay their bills online. SIS provides access to DegreeWorks, through which students and advisors can complete an unofficial audit. DegreeWorks also serves as a guide for students and advisors to the selection of courses that will meet degree requirements. LRCC provides each student with his or her own college email address, which the student is required to utilize for email correspondence with the college and instructors. Students are instructed to check their student email frequently and regularly for announcements, for communication from their instructors, advisors, or from other college departments. Students are provided with an EasyLogin username and password in their first semester, allowing them to access all of these resources.

Campus Safety is available at various hours Monday through Sunday on the main campus as well as in the student apartments. It is committed to supporting the educational mission of LRCC by creating and maintaining a safe and secure environment for the campus community. However, Campus Safety is not available 24 hours a day. Officers are scheduled partial day-time coverage, with a primary focus on evenings and weekends to ensure the safety of residents. There have been a total of 13 reported crimes on campus during the 2014-2016 academic years. Those few crimes reported have been in liquor law violations (10), drug law violations (2) and burglary (1). See Appendix A of the [2016 Campus Safety Report](#), located on the College website:

The loan default rate at LRCC has been on the rise, with fiscal year 2014 being the highest, at 15.0%. While this number is lower than the national average of 18.3% for community colleges, it is not acceptable at LRCC. In an attempt to reduce the default rate, the financial aid office sends delinquent borrower letters/emails monthly to all students late on their payments. LRCC has also contracted with Northstar, an outside default prevention vendor, to help manage the portfolio and reduce the rate of default. LRCC has seen results in the 2015 default rate at 14.2%. The financial aid office is continuing to work on reducing this rate and hopes to be below 14.0% for 2016.

There are a number of clubs at LRCC, including the CARE Society, Phi Beta Lambda, The Gay/Straight Alliance, Phi Theta Kappa, The Hospitality Club, SPEEKS and Women in Technology. These clubs offer a variety of activities ranging from fundraising for important causes in the local community to hosting movie or gaming nights on campus for all to enjoy. Unfortunately, LRCC has experienced a decrease in club participation. Despite a lack of participation, the student senate continues to experience strong leadership and support for student activities. Typically, eight to 10 participants attend each meeting and they provide activities throughout the semester. The student senate is responsible for senior awards night, spring and fall field days, Student Assistance Funds for Emergencies (SAFE) contributions, the senior breakfast, and a number of other activities. Although LRCC is aware there is a decline in participation, it has not completed a thorough assessment of the sponsored activities. The 2018-2021 strategic plan addresses the need for assessment and moving forward, the VPASA will conduct a review of student activities.

## Standard 5: Students

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LRCC encourages the professional development of employees by supporting their unique, individual development. Full- and part-time employees are eligible for financial assistance. Subject to the availability of funds, staff development costs are fully funded, up to the level allowable in CCSNH policies. Employees use professional development funds to attend seminars and conferences, keeping them up to date with policy and the knowledge necessary to teach and serve the students. Recipients of professional development funds are expected to share new understandings and information with their peers. The college offers many opportunities to disseminate information, including presentations at department and/or team meetings and summaries sent to interested parties. This is consistent with the college's commitment to lifelong learning and to sustain a progressive and evolving learning community. The decline in enrollment from 774 FTE in FY 2014 to 692 FTE in FY17 has resulted in LRCC operating on a lean budget; therefore, the funds for professional development have been limited. More detailed information on faculty and staff professional development is described in Standard 6, on p. 54 of this document.

### Projection

LRCC has experienced a significant decrease in enrollment since 2014. The College has identified several initiatives in the 2018-2021 strategic plan which will address this disturbing downward trend.

The College will develop a recruitment and marketing plan, explore means for data-driven marketing, increase residential students by five percent and explore the organizational structure in the recruitment arena, which will assist in increasing enrollment. Creating Pathways will provide students opportunities for an easy transition from high school to a four-year institution. LRCC will meet this goal by maintaining and updating a matrix of reviewed and renewed articulation and transfer agreements. Increasing enrollment will be achieved by a presence in the community through a community relations committee, an increase in the number of community events on campus, and LRCC employee community involvement.

The decrease in enrollment has resulted in budget cuts. The budget and budget cuts are described in detail in Standard 7. The College's 2018-2021 strategic plan addresses the need to create additional revenue streams. Increased revenue streams will help maintain the fiscal stability needed for the College to maintain its capacity for the continued delivery of excellent student services.

Improving retention is also a strategic goal of LRCC. Creation of a student advising center, reviewing and revising the orientation program, and creating program maps for part-time students, are means the College is now using to help achieve this goal. Another means of improving retention will be the development and implementation of the one-stop model of a simplified, more efficient, and centralized access to student services. LRCC has set a goal to improve overall retention of part-time population by 2% each year.

As mentioned previously, the College recognizes the need to assess the student activities offered on campus, especially in light of a decline in student participation. As part of the 2018-2021 Strategic Plan, the Vice President of Academic and Student Affairs office will conduct a review of student activities.

Along with the assessment of the activities that are offered, the Strategic Plan also calls for increasing the number of activities offered by 10% and increasing participation in clubs by five percent. The student services committee and the resident director have been charged with meeting this strategic goal.

The need to improve library services was described in the Appraisal section of this chapter. This goal is part of the 2018-2021 Strategic Plan, and the library has recently proposed its plan to address this issue.

**Standard 5.1: Students**  
**(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2014 )	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016 )	Current Year (Fall2017)	Goal (specify year) (Fall 2018 )
<b>Freshmen - Undergraduate</b>					
Completed Applications					
Applications Accepted	549	493	483	460	385
Applicants Enrolled		296	295	266	230
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	0.0%	60.0%	61.1%	57.8%	59.7%
Percent Change Year over Year					
Completed Applications	na	-	-	-	-
Applications Accepted	na	-10.2%	-2.0%	-4.8%	-16.3%
Applicants Enrolled	na	-	-0.3%	-9.8%	-13.5%
Average of statistical indicator of aptitude of enrollees:(define below)					
<b>Transfers - Undergraduate</b>					
Completed Applications					
Applications Accepted	101	151	121	117	83
Applications Enrolled	76	121	90	95	66
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	75.2%	80.1%	74.4%	81.2%	79.5%
<b>Master's Degree</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>First Professional Degree</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	-	-	-	-	-

### Standard 5.2: Students

#### (Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (FY 2018)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	341	283	297	280	242
	Part-Time Headcount	349	352	238	189	144
	Total Headcount	690	635	535	469	386
	Total FTE	530	552	504	443	542
Second Year	Full-Time Headcount	114	117	99	106	103
	Part-Time Headcount	246	244	225	189	171
	Total Headcount	360	361	324	295	274
	Total FTE	191	192	196	218	65
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount	3	1	3	2	3
	Part-Time Headcount	194	158	136	95	66
	Total Headcount	197	159	139	97	69
	Total FTE	53	63	50	31	29
Total Undergraduate Students						
	Full-Time Headcount	458	401	399	388	348
	Part-Time Headcount	789	754	599	473	381
	Total Headcount	1,247	1,155	998	861	729
	Total FTE	774	807	750	692	635
	% Change FTE Undergraduate	na	4.2%	-7.1%	7.7%	-8.1%
<b>GRADUATE</b>						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	1,247	1,155	998	861	729
	Grand Total FTE	774	807	750	692	635
	% Change Grand Total FTE	na	4.2%	-7.1%	7.7%	-8.1%

Please enter any explanatory notes in the box below

Unclassified= Non-Degree/Certificate students. Data is based on Fall enrollment only.

### Standard 5.3: Students

#### (Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

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	(FY 2012)	(FY 2013)	(FY 2014)
Three-year Cohort Default Rate	11.5	12.6	15
Three-year Loan repayment rate (from College Scorecard)	N/A	N/A	N/A

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 018)

#### Student Financial Aid

Total Federal Aid	\$10,926,829	\$6,125,226	\$5,395,523	\$4,974,034	\$5,686,888
Grants	\$2,243,168	\$1,839,885	\$1,564,749	\$1,448,469	\$1,560,758
Loans	\$5,054,372	\$4,261,987	\$3,797,478	\$3,312,686	\$3,889,529
Work Study	\$30,047	\$23,354	\$32,296	\$38,644	\$40,156
Total State Aid	\$209,810	\$181,519	\$169,220	\$174,235	\$196,445
Total Institutional Aid	\$0	\$7,977	\$0	\$0	
Grants	\$0	\$7,977	\$0	\$0	
Loans	\$0	\$0	\$0	\$0	
Total Private Aid	\$126,694	\$113,983	\$94,132	\$209,744	\$134,235
Grants	\$0	\$0	\$0	\$0	
Loans	\$126,694	\$113,983	\$94,132	\$209,744	\$134,235

#### Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	74%	73%	68%	64%	64%
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For students with debt:

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

Undergraduates	\$11,553	\$12,410	\$11,270	\$11,179	\$11,179
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Average amount of debt for students leaving the institution without a degree

Undergraduates					
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#### Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language					
Math					
Other					

Please enter any explanatory notes in the box below

Data is based on full year.
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**Standard 5.4: Students  
(Student Diversity)**

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
<b>Category of Students (e.g., male/female)</b>			
Male	278	278	159
Female	304	304	175
Hispanic	4	4	2
American Indian/Alaska Native	1	1	0
African American	5	5	4
Asian/Pacific Islander	1	1	1
White	280	280	142
Other	3	3	0
Race and Ethnicity Unknown	60	60	41
Under 18	2	2	1
18-19	399	399	216
20-21	72	72	42
22-24	44	44	26
25-29	29	29	18
30-34	10	10	8
35-39	8	8	6
40-49	18	18	11
50-64	6	6	6
65 and Over	0	0	0

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	Headcount Goal (FY2018)
<b>Category of Students (e.g., male/female); add more rows as needed</b>				
Male	244	183	427	378
Female	146	288	434	352
Non-Resident Alien			0	0
Hispanic/Latino	12	7	19	12
American Indian or Alaska Native	1	1	2	0
Black or African American	2		2	1
Native Hawaiian or Other Pacific Islander				0
Asian	4	3	7	2
White	257	355	612	504
Two or More Races	7	5	12	19
Race and Ethnicity Unknown	107	100	207	192
Under 18	1	20	21	32
18-19	222	60	282	262
20-21	73	72	145	113
22-24	38	79	117	86
25-29	26	57	83	76
30-34	10	61	71	44
35-39	5	45	45	35
40-49	7	46	53	48
50-64	8	30	38	31
65 and Over	0	6	6	3

Enrollment information based on FY2017

## Standard 6: Teaching, Learning, and Scholarship

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### Description

Lakes Region Community College (LRCC) is a rural institution whose mission is to provide quality educational opportunities for students from central New Hampshire (NH) and beyond. A small number of qualified and dedicated faculty and staff serve a student population of approximately 1,000 students per year. At LRCC, students pursue an associate degree, certificate program, or workforce development. Some seek technical degrees and plan to enter the workforce immediately upon graduation, while others plan to transfer to a four-year institution. There are some who attend classes in order to enhance their current skills and knowledge. This broad mission and diverse student population influence the mix of faculty at the college, where both faculty and staff work collaboratively to ensure student success in meeting any of these goals.

### Faculty and Academic Staff

At the time of this writing, LRCC has twenty-six full-time faculty (FTF) members and one part-time faculty member, with degrees ranging from Bachelors to Doctoral. In specialized technical fields, automotive or advanced manufacturing, for example, other credentials such as licensure or years of experience may be substituted for the academic degree. Faculty hold one of four ranks: Instructor, Assistant Professor, Associate Professor, or Professor. A promotion process allows faculty to rise through the ranks. While job descriptions at each level are similar, additional responsibilities and leadership expectations are required as promotion is earned.

The FTF [Collective Bargaining Agreement](#) (CBA) outlines faculty responsibilities and workload as well as duties assigned to department chairs and program coordinators. Full-time faculty salaries are based on faculty rank; labor grades are further subdivided into steps, as prescribed in the CBA. Adjunct faculty are classified as Adjunct Instructor, Adjunct Lecturer, or Adjunct Senior Lecturer, and are promoted within those categories based upon successful performance of service as defined in the CBA. Academic staff hold credentials or experience appropriate for their positions. Faculty and staff have a clear understanding of their duties through language in the CBA, job descriptions, both written and oral communications, orientation and mentoring processes, and professional development activities. Workloads of FTF are categorized into instructional and non-instructional duties.

Instructional tasks include teaching, preparation, and grading, while non-instructional functions include student advising, committee assignments, and department and institutional activities. The CBA defines the FTF workload as 15 to 18 contact hours per semester and 30 to 36 contact hours per academic year. Faculty who have workloads above these levels, whether assigned or elected, are compensated for the overload according to rank and CBA guidelines. Department chair teaching loads are reduced by one course to allow time for the additional responsibilities of the position. There may also be a reduction in teaching responsibilities, when necessary, to allow time for special projects. A workload is established for all professional, administrative and technical staff (PAT) consisting of duties set forth in supplemental job descriptions (SJD).

While number of full-time faculty has been on a slight decline since 2011, LRCC has become more diligent in hiring replacement faculty following the departure of faculty. In 2015, LRCC lost two faculty members in addition to several retirements. This substantial decrease in full-time faculty was noted in our midterm report. LRCC has since replaced some of these faculty positions eliminated in 2015. Our ratio of full time faculty has not decreased during this time. At present we have 28 FT faculty and 635 students, this is a ratio of 22.67 students per faculty. In 2011 we employed 38 FT faculty to serve 935 students, a ratio of 24.6 students per faculty. We recognize the increased dependence on part-time faculty. Approximately 30% of all classes are led by full-time faculty. LRCC has released program chairs a portion of their regular load in an effort to help out the part-time faculty. In addition, we have appointed a

## Standard 6: Teaching, Learning, and Scholarship

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coordinator to assist part-time faculty with many of their issues, thus reducing expectations on full time faculty and creating a more consistent experience for students.

LRCC employs an open and orderly process for recruiting and appointing faculty, adhering to fair practices that comply with federal equal employment opportunity guidelines and follow all non-discrimination laws. Much of the faculty recruitment process is driven by the Community College System of New Hampshire (CCSNH) CBA with the faculty under [Article XIV Job Vacancies and Transfers \(pg26\)](#). Job announcements for covered positions are posted internally within CCSNH for a period of seven calendar days. Covered employees who meet the educational and experience requirements of a vacant position are considered for such vacancy before non-covered employees or individuals not currently employed within CCSNH. If there are no qualified internal candidates or an insufficient number of internal candidates, the job opening is then posted outside the organization. In addition to the NH State Employment agency, LRCC utilizes INDEED, Glass Door, Link Up, Zip Recruiter, and Monster websites to post vacant positions.

LRCC faculty and staff participate in the search process. Volunteers from among the faculty and staff are recruited to serve on the search committee for open positions. Faculty are involved in the interview process during the first round of interviews. The appropriate department chair and one or more members of the College Leadership Team (CLT), interview finalists prior to offering employment. Throughout the hiring process, LRCC strives to find the most qualified set of professionals with backgrounds, training, and experience that will meet students' academic requirements and the needs of the College and surrounding community.

Upon hire, the individual receives a letter stating the details of the appointment. This includes the position title, the grade level and salary, the date of the first paycheck, information explaining medical and dental insurance coverage and their effective date, and an explanation of the State of New Hampshire retirement plan. Each applicant is subject to a probationary period, commencing on the date of hire, and stated in the appointment letter. Upon satisfactory completion of the probationary period and initial appointment, faculty may apply for promotion to the next higher rank, providing they meet the necessary academic and service-in-grade qualifications as outlined in [Article XI Faculty Promotion](#) of the Faculty CBA. Employee seniority is based on the length of full-time, continuous employment. This could be calculated yearly, monthly or by days of service. While no defined process exists for the promotion of staff members, salary increases are based on length of employment and guidelines set forth in the appropriate CBA.

Faculty and staff are expected to maintain expertise in their areas of responsibility, depending upon their particular disciplines. For example, nursing faculty, automotive faculty, and the financial aid director must maintain continuing education or certification as prescribed by their respective oversight organizations. All faculty and staff are encouraged to participate in professional development activities, both those provided by CCSNH, as well as through externally sponsored conferences, webinars, and seminars relevant to their specialties. A CCSNH system-wide symposium, held annually in the fall, includes sessions on a variety of current issues and trends relevant to community colleges. Faculty and staff are encouraged and expected to attend. When a department intends to send employees to specific professional development activities in the upcoming academic year, requests for that funding are included as part of the department's annual budget submission. A standing Professional Development Committee at the College (PDC) oversees the application process for the funds available for eligible employees (PAT and FTF). The funds also include tuition reimbursement for academic coursework. The amount of available funding varies from year to year. The PDC reviews requests and makes recommendations to the College president, who gives final approval for the use of the funds. Eligible programs can also request funds for professional development activities of eligible faculty from the Carl D. Perkins Grant.

## Standard 6: Teaching, Learning, and Scholarship

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CCSNH salaries and benefits are established and published in three different CBAs. FTF are covered under the [FTF CBA](#), which is between CCSNH and the NH Higher Education Union, IBEW Local 2320, through June 30, 2019. Professional, Administrative, Technical, and Operating Staff are covered under the [2017 - 2019 Staff Bargaining Unit CBA](#) between CCSNH and The State Employees' Association (SEA) of New Hampshire Service Employees International Union (SEIU) Local 1984. Adjunct Faculty (AF) are covered under the 2017-2018 CCSNH/SEA SEIU Local 1984 [AF CBA](#).

Each employee is expected to act honestly in all aspects of their teaching responsibilities. LRCC produced a statement of expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution. Faculty behavior is covered in the CCSNH CBA and [the LRCC faculty handbook](#) under Code of Ethics of the Education Profession. Faculty are required to sign policy acknowledgements covering sexual harassment, The Family Educational Rights and Privacy Act (FERPA), Information Technology Acceptable Use Policies, Title IX, Drug Free Workplace, and Domestic Violence in the Workplace.

LRCC protects and fosters academic freedom for all faculty regardless of rank or term of appointment. Academic Freedom is covered in the CCSNH CBA with the faculty under Article VI Academic Freedom and Professional Responsibility and the LRCC faculty handbook under Code of Ethics (Academic Freedom), which is based on a statement of academic freedom as set forth by the American Association of University Professors, the Association of American Colleges, the Association for Higher Education, and the National Education Association, and endorsed by the Board of Trustees.

In the event of a grievance, an employee has the right to follow steps according to the guidelines set forth in the CBA. The employee, in a formal grievance, may submit the issue in writing to their immediate supervisor specifying all the facts pertaining to the problem. This issue is then adjudicated through a process outlined in the CBA.

An employee's immediate supervisor, following the time frame outlined in the CBA, complete performance evaluations with regard to the employee's expected performance in the position. The employee signs the evaluation and is given a copy and one is placed into a personnel file in the Human Resources office. If an evaluation falls below expectations, the supervisor will include recommendations for improvement. The employee has the opportunity to make comments on the evaluation and discuss these with their immediate supervisor.

In addition to performance evaluations as part of the CBA, student evaluations of each instructor at the end of each course provide important feedback regarding individual instructors, and end-of-program surveys, completed prior to graduation, assess the overall quality of advising and academic programs.

Upon matriculation to the College, students are assigned an academic advisor within their chosen program. The college has invested in technology that assists faculty with their advising responsibilities, and that allows students to see their own progress toward completion of their degree or certificate requirements. Two part-time counselors in the admissions area assist students when their primary advisor is not immediately available. Advisors use program/degree course mapping, DegreeWorks, SIS software, and the New Hampshire Transfer database to advise students with regard to course offerings, careers, transfer options, as well as opportunities to move on to four-year institutions. DegreeWorks allows faculty to view the courses a student needs to complete in his or her chosen program, gives information regarding courses that have been transferred in, and provides the student's grade point average (GPA). This information is available to all faculty. DegreeWorks also shows Accuplacer scores to help faculty advise students concerning remedial courses in writing and math, to prepare them for college-level (credit-bearing) courses. DegreeWorks also contains a "what if" function that can be used in determining course loads.

## Standard 6: Teaching, Learning, and Scholarship

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The college has recently implemented a “College Essentials” course, which is required for incoming students. During this course, each student is required to meet with his/her academic advisor. The purpose of this meeting is to get to know the advisor, to discuss academic and career goals, to select courses for the following semester(s), and to develop a long-range plan of coursework, which can be facilitated by the use of DegreeWorks. Recent graduation student surveys have given LRCC faculty high marks for the quality of their advising. In the past, it was not uncommon for some students not even to know the name of their advisors. This initiative is intended to help students enter into a supportive relationship early on in their academic experience at LRCC that will help guide them expeditiously toward achievement of their academic goals, completion of their program and subsequent entrance into the workforce, or furthering their studies at a four-year institution.

Through the Community College Student Survey of Engagement (CCSSE), administered to randomly selected classes of students every other year, LRCC gathers data about the sufficiency of academic staff and their effectiveness. Specific questions pertaining to the library, financial aid, and advising are also among the queries.

### Teaching and Learning

LRCC is an instructor-based institution in terms of course content selection, while keeping within the guidelines of course outcomes and competencies. Discipline-specific faculty groups meet within the College, and meet with colleagues from other campuses, to share best practices and new methodologies, which in turn creates a dynamic learning atmosphere.

The methods of instruction utilized at LRCC include didactic, inquiry based, experiential, and cooperative styles based on course and instructor. Faculty use a combination of techniques within a course, sometimes within each lesson, to deliver course materials. For example, a faculty member may use demonstrations, lab simulations, quizzes, discussion, videos, web links, assignments or lab exercises to present material, so that students of all learning types and abilities can absorb the course material. Traditional methods, such as lecture, exams, and presentations are still employed, but all classes, whether face to face, online or hybrid have access to the Canvas learning management system (LMS) where materials can be uploaded and shared with all parties involved. Assessment may include traditional testing, demonstrating proficiency of a required skill, or completing a project, again based on course and instructor.

LRCC faculty are a group of committed, enthusiastic professionals, dedicated to teaching and to their disciplines. Individually, and within certain programs, significant efforts exist to assess and improve the quality of teaching and course offerings. Department chairs, as well as students, provide feedback to faculty about their performance. Some programs, such as Nursing and Fire Science have national recognition (FEMA) or accreditation (Accreditation Commission for Education in Nursing) that are used to measure student achievement and faculty effectiveness through external means. Recently, the College completed a review of all programs in order to evaluate each program it offers.

Because LRCC is a small, rural institution within CCSNH, most programs have only one or two full-time faculty, with the remaining courses in those programs taught by adjuncts. While this provides for some diversity in faculty assignments, most students will encounter only a handful of different faculty members within their major courses.

Periodically, the library surveys students and faculty to evaluate the efficiency and adequacy of library and research services. Each year LRCC administers the CCSSE to randomly selected students to assess teaching effectiveness. The College Essentials course administers pre- and post-course surveys. The pre-course survey obtains information regarding student expectations of their experience at LRCC, as well as their level of certainty of career choice at the moment, while the post-course survey assesses student

## Standard 6: Teaching, Learning, and Scholarship

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perception of the usefulness of various elements of the course. The course includes a career exploration component, and the post-course survey asks if the student is any more certain of career choice, after having taken the course. These surveys have allowed the College to better understand the extent to which students, in aggregate, are confident in their ability to be successful in College, and it further identifies some of their concerns and expectations. Results of these surveys are shared with faculty and staff at college-wide meetings.

Faculty research procedures are not delineated in the faculty handbook, although opportunities for research are available. The Chancellor's office offers Innovative Grant funds that were first available in 2012 with a call for proposals. The first awards were announced in 2013 with two of LRCC's faculty being among the first successful recipients. Since the inception of this program, several other faculty members at LRCC have also been successful in obtaining awards. In the past year, the vice chancellor has revised and revitalized the program, now called the Workplace Innovation Fund. A series of workshops entitled Best Practice Series have been added. This is available to all colleges in CCSNH and is a means to foster sharing teaching methods, new technology, and other ideas among faculty and academic staff.

### Appraisal

There has been a decline in recent years in high school and college enrollment throughout the region. This decline in numbers has impacted the College in a number of ways. There are currently fewer full-time faculty and staff at LRCC now than in the past, as reported in the Data First forms. Understandably, the effects are felt throughout academic institutions in the region. Across departments, faculty and staff are sometimes called on to handle an increased level of responsibility, including some faculty taking on increased course loads and/or increased numbers of advisees. Their dedication to the mission and to the students of this College is a high priority for staff and faculty, who continue to work together tirelessly to provide quality instruction and support services. Rather than abandoning their goals due to the challenges regarding financial or personnel resources, faculty and staff work as teams to find innovative solutions to problems. For example, revamping orientation sessions and student advising during summer months has improved the student scheduling process, and promotes greater success for entering freshmen. Another example is the development and implementation of the College Essentials course, which has been referred to several times in this narrative, and which resulted from a collaborative effort among faculty and staff.

### Faculty and Staff

For the past three academic years, the number of adjunct faculty has not changed significantly, but the number of FTF has declined by approximately twenty-five percent. While adjunct faculty members add a variety of viewpoints and wealth of experience to LRCC, a reliance on adjunct faculty could potentially create disparity and inconsistency across courses. The College recognizes this challenge and takes steps to ensure that the quality of its instruction is not diminished through its reliance on a significant number of adjunct faculty. Liberal Arts provides an example of one department that addressed this concern by hiring a full-time English faculty member charged with overseeing all adjunct faculty teaching the College Composition (Freshman English) course. This was done in order to ensure that required components are incorporated and taught to department standards. However, this is a unique situation. In most cases, department chairs are charged with this responsibility. The retirements of two long-time English faculty, coupled with the recent realignment of department chairs, has compelled the Liberal Arts department to assume a wide range of courses of study under its purview, resulting in the need to delegate this particular responsibility to a faculty member, rather than the department chair.

The number of FTF remained approximately constant at 36 from 2008 into 2015, when layoffs occurred along with a number of retirements, reducing the number to 26 FTF by that fall. Both new hires and retirements have occurred since then, resulting in a total of 28 FTF during the fall 2017. This reduction in

## Standard 6: Teaching, Learning, and Scholarship

FTF was compensated for in some cases through the use of adjunct faculty, a reduction in course sections, and/or a redistribution of FTF workload. The additional responsibilities taken on by department chairs, who are all FTF, resulted in a decrease in their expected teaching workload. Another effect of this reduction in FTF is the reliance upon some adjunct faculty to lead academic programs, and even to serve in mentoring roles. The CBA limit on the number of contact hours adjunct faculty may teach in CCSNH directly affects the numbers of adjuncts needed, ultimately decreasing the ratio of full-time to adjunct faculty. Certain specialized courses compound this issue, as the pool of qualified applicants is often limited. The recent creation of the coordinator of adjunct faculty position is expected to help ensure the instructional consistency necessary to maintain high quality service to students. In spite of a reliance on adjunct faculty to teach some courses at the College, the percentage of courses taught by full-time faculty, and by full-time faculty plus administrators/staff/former full-time faculty compares very favorably to national percentages. The national percentages for all colleges is [23.6%](#) and for two year colleges is [42%](#). As shown in Table 6.1, the percentages of courses taught by FTF are significantly higher for LRCC:

**Table 6.1 Percentage of LRCC courses taught by full-time faculty and by full-time faculty plus**

Faculty Category	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Total
Full-time Faculty	52.40	43.64	38.51	39.66	43.59
Full-time Faculty plus Administrators/Staff/Former Full- time Faculty	56.89	51.21	51.69	55.59	53.86
Remedial Courses	23.52	33.33	21.43	30.77	27.11

Although one could argue that it would be desirable to have a greater ratio of full-time to adjunct faculty, the College strongly believes that the current number of adjunct faculty does help to achieve and maintain the high level of quality to which it aspires. The reliance upon administrators, staff, and former full-time faculty to teach courses at LRCC is beneficial, and serves to enhance the quality of the academic program, because these individuals are already deeply involved with the College and already have extensive commitment to, and ties with, its faculty and students.

LRCC follows fair recruiting practices that adhere to federal, equal employment opportunity guidelines. Using internal and external job postings, candidates for open positions are screened initially by Human Resources. Interview committees, or search committees when applicable, include both staff and faculty members, providing different perspectives on potential candidates. Achieving diversity has not been an issue during the hiring process for faculty or staff, as our applicant pool reflects the ethnicity of the local area and the student population. It has been a struggle to fill some open positions in a timely fashion, likely due to a combination of lower salaries than in the private sector, and a high level of responsibilities. Some positions have remained unfilled as the result of an administrative decision to conserve funds. The College recognizes the need to engage in practices that are fiscally prudent, but also understands the need to keep in mind the potential negative effects of these decisions, which are based upon financial considerations.

The College recognizes the need to improve its training for faculty. Several efforts are underway to make this happen. The move to a new LMS known as Canvas, and the creation of a Canvas 101 course for faculty, as well as the amount of technical resources made available, will help with the technical side, and the administrative and academic areas of teaching are also being addressed. Many adjuncts do not attend the orientations offered every semester due to a variety of reasons. New handbook/manuals for faculty are being written. An adjunct faculty coordinator, whose responsibilities include mentoring adjunct faculty,

## Standard 6: Teaching, Learning, and Scholarship

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has been appointed. In addition, a task force named ACTION has been charged to create additional training workshops and resources for new faculty and adjuncts.

Professional development is a complicated issue. Annually, as part of the budget development process, each department attempts to project the amount of funding that will be required for courses or other activities faculty and academic staff will need in order to maintain credentials or remain current in their fields. At times, funds available for professional development have run short towards the end of academic years, especially when unexpected institutional expenses or new mandates from accrediting bodies surface, thereby inhibiting the College's ability to provide the requested monies to support these endeavors. Conducting research is not a part of the college's mission and, therefore, is not a priority. Despite financial obstacles, the FTF and PAT do an exceptional job of furthering their knowledge base and maintaining scholarly expectations in their positions.

The longevity of current FTF, many with greater than 10 to 15 years of service, evidences the stability that exists at the College, and may be considered one of the strengths of LRCC. Conversely, when considering the salary ranges dictated by the CBA, there may be difficulty in filling positions that will eventually occur due to retirements. The loss of "institutional memory" that accompanies retirements will have an impact on the entire college as well. The dedication of current long-time faculty members is often demonstrated by extra time above and beyond those required by the CBA.

Faculty assignments are consistent with the College's mission and their area of education and expertise. Many of the programs, and the faculty who teach them, meet the mission to provide for the needs of business, industry, and the community. FTF are given course assignments following contact hour guidelines set forth in the CBA. FTF are also given the option to teach additional courses, above the required number of contact hours, as elected overload. It is unusual that the College has needed to assign additional workload, although this does happen. These decisions are difficult and are made based on the need to meet student outcomes successfully, in particular when the search for adjunct faculty to fill the needs is not fruitful. Recent losses in number of FTF have caused this to occur more frequently during the most recent academic year. As more FTF reach retirement age, it is possible that more overload hours will be available, and/or that more adjunct faculty will be needed. If this occurs, the need for faculty and staff handbooks that address faculty and academic staff responsibilities, recruitment, appointment, retention, evaluation, and promotion will become even more important for the continued delivery of quality education and student support services. Along with the need for up-to-date faculty and staff handbooks comes the need for current policies and operating procedures, system-wide and institution-specific, for dealing with students, financial aid, information technology, and many other daily activities. System-wide and local policies have not always been kept up to date and readily accessible, and when policy changes are approved, updates are not always made in a timely manner.

The Running Start Program (RS), which is mandated by the state of New Hampshire's governor's office, adds another 53 individuals to the faculty ranks. This program serves many students from local communities. These students may receive college credit for courses taken during high school, fostering ties to community colleges. RS faculty are credentialed by the VPASA. When necessary, expertise and years of experience are considered in lieu of the Master's degree, due to the availability of only a small pool of instructors for certain specialized courses. RS faculty are mentored and monitored by assigned faculty members to ensure consistency with LRCC course competencies and quality of student learning. An RS coordinator oversees this program, ensuring that program policies and procedures are followed.

Periodic performance evaluations are conducted as prescribed in the CBA. Clear expectations are delineated for responsible and ethical behavior of the faculty. Faculty and staff are not individually evaluated on advising, assessment, scholarship, creative activities, research, professional development, and community service. However, due to the nature of the guidelines set forth in each CBA, no method

## Standard 6: Teaching, Learning, and Scholarship

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currently exists to modify or improve the process of evaluating faculty or academic staff members. As such, this is a weakness for LRCC.

For many years, the College has utilized the Community College Survey of Student Engagement (CCSSE) as a tool for assessing student engagement. It includes questions about the effectiveness of academic staff in a variety of capacities, as applicable to the institution's mission. The results are shared with appropriate individuals and recently have been used to shape revisions to college programs and services in order to meet student needs more effectively.

### Teaching and Learning

The dedication and commitment to the mission and the students can be seen clearly when considering the recently introduced College Essentials course, aimed at improving student success and retention. Data gathered after the first year provide early indications that this initiative is indeed working. Student academic performance improved. The course was introduced in the fall of 2016. The average GPA for full-time students beginning fall 2015 was 2.41; however for the cohort entering in fall 2016, when the College Essentials course was first introduced, the average GPA was 2.655 at the end of the semester. That same fall 2016 cohort of students essentially retained the overall GPA throughout the first year, finishing the spring 2017 semester with an average GPA of 2.651. Retention rates also improved after the implementation of College Essentials. From fall 2015 to spring 2016, the retention rate was 71%, while the fall 2016 to spring 2017 retention rate increased to 78%. These outcomes will continue to be monitored.

Assessing instructional effectiveness is important, yet potentially elusive as a standard process across all LRCC courses. At the end of each course, students complete a course evaluation. Results are shared with individual instructors, department chairs, and the VPASA. Improvements are made based on the outcomes. Online teaching tools and resources provided by publishing companies such as MasteringBiology by Pearson Publishing are used by some faculty for homework and skills practice in both traditional and online course delivery. Instructors utilizing such materials are able to compare their students' performance with that of all other users. Results of the CCSSE include information on teaching effectiveness, as does the newly implemented annual survey of recent graduates. Responses from graduates in all programs indicate 98.2% satisfaction with the education received at LRCC, and 94.3% felt prepared for the next phase of their career, whether in the working community or at a four-year college or university.

Although the use of innovative teaching methods is encouraged and evident at the departmental level for some programs at LRCC, there is a lack of institutional focus on encouraging experimentation with teaching methods in order to improve instruction. No doubt time, as well as financial constraints contribute, at least in part, to this lack of priority focus. This is an area in need of improvement.

Additionally, faculty are certainly encouraged to pursue scholarship, research, and creative activities. However, as is the case with other community colleges, this is not an area of focus for LRCC.

LRCC programs that are nationally recognized or that hold national accreditation also provide an external means of assessing teaching effectiveness. Nursing and Fire Science fall into these categories. Passage rates on licensing examinations provide yet another indicator of teaching effectiveness. For example, the first-time pass rate for NCLEX over the past two academic years (2016-2017 and 2017-2018) was 100% for both years. The College is very proud of this accomplishment, and the nursing department credits the success of its students in great part to the revision of the nursing curriculum, and the implementation of the new curriculum in the 2015-2016 academic year. It also recognizes that the success of its graduates is

## Standard 6: Teaching, Learning, and Scholarship

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also partly due to the quality and consistency of an adequate number of highly qualified and dedicated nursing faculty.

Another way to assess teaching effectiveness is by using employer surveys of new hires. The Nursing department, for example, contacts the primary employer of nursing students (Lakes Region General Hospital) to determine how well-prepared students have been. Responses have consistently shown that new graduates have the knowledge, skills, and abilities to perform their duties as registered nurses competently and effectively.

LRCC's small size does allow for increased attention to program advising, which is accomplished primarily through assigned advisors in the matriculated student's particular program. There are also two part-time counselors available to fill any gaps for students who do not meet with their assigned advisor, and for non-matriculated students as well. For programs with many required courses and a limited number of elective courses, this process is fairly straightforward. Implementing computer programs, such as DegreeWorks, and developing program maps have made this process much smoother. However, the Liberal Arts Program, which has many possible areas of focus and many undecided students, routinely has a heavy advising load. Recognizing the significant time commitment required of the Liberal Arts department to accomplish advising responsibilities, the College found a way to lighten the load, while improving the experience for students. Standard practice had been for students who intended to apply to the nursing program, but who wanted to complete some co-requisite courses first, to be considered a Liberal Arts major, and they would be assigned an advisor from Liberal Arts. The decision was made to place those students into the General Studies major, rather than Liberal Arts, and to assign them a nursing faculty member as advisor. This allowed pre-nursing students to have the guidance of a nursing instructor from day one to help them through the advising process, not only for course selection and registration, but also to help navigate the nursing program application and admission testing requirements. LRCC, and the Liberal Arts Program in particular, needs to continue to develop program maps or pathways in as many areas as possible to help guide students. A concentration in Health Science currently exists within the Liberal Arts Program, and one in Psychology is awaiting approval. A concentration in History is under development.

One notable recent achievement at the college is the implementation of a Medical Assistant certificate program, developed and implemented within the past year, at the request of the local general hospital. This program has clearly filled a community need, and is consistent with the mission of the College. Three cohorts have completed the program, and a fourth is scheduled to begin in late August. The first two cohorts have already taken the national certification exam, with a pass rate of 100%. Those graduates are now gainfully employed within the community.

LRCC faculty, in collaboration with faculty from sister colleges in CCSNH and the University System of New Hampshire (USNH), have established course equivalencies in a variety of disciplines. Faculty in these working groups considered course content and instructional methods to determine consistency and ultimate equivalency between courses in CCSNH and USNH for transfer purposes. Along with the diligent work of the transfer coordinator, registrar, and academic affairs personnel, the transfer database between LRCC, sister CCSNH colleges, and USNH institutions is kept current. Both of these activities support the LRCC mission to serve students in their desire to transfer to a four-year institution. This ongoing collaborative effort reinforces the need to guarantee that content and instructional methods meet accepted academic and professional standards.

Because LRCC is one of the smaller, rural schools within CCSNH, the opportunities for students to be taught by a variety of faculty within a program is somewhat limited. Due to relatively small student population in each program, based on the demographics of the area, the need to run multiple sections of a course in the major area of a program does not commonly occur. However, for courses required in all

## Standard 6: Teaching, Learning, and Scholarship

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majors, College Composition and College Algebra for example, there are many sections taught by a variety of FTF and adjuncts, which does have the benefit of exposing students to many viewpoints and teaching styles.

### Projection

The College has identified several strategic initiatives and plans to make improvements in the key areas of assessment, faculty training, and classroom instruction. It has addressed these needs in the 2018-2019 strategic plan, under the goal of enhancing the quality of academic programs and instruction, and has included relevant action plans in the Academic Goals for AY 2018-2019.

Enhancing the quality of academic programs involves updating the program reviews and this has been in process since fall 2017. The process provides a central location for the data for each program and includes program outcomes, strategic goals for the review period, which include both short- and long-term goals and a brief description of how program goals reflect institutional and CCSNH goals; curriculum, including important curricular revisions made to the program during the review period and any anticipated post-review curricular revisions; program enrollment data; retention data; graduation data; alumni data; personnel and physical resources; program successes or challenges. The current completion deadline for the program reviews is October 2018. At that point, the reviews will become part of a four-year process. All program outcomes, at both the course and program level, will also be reviewed by department chairs and program coordinators, with revisions being made as needed, by October 2018. One of the academic goals for AY 2018-2019 is to restore the Assessment Committee by December 2018. The VPASA will oversee a comprehensive review of all academic assessment measures and activities, to be completed by May 2019.

LRCC will implement recommendations of the ACTION taskforce for all new faculty. The College Coordinating Council (CCC) will oversee this initiative, and it is expected that twelve faculty will complete the training by February 2019. Additional training is needed for faculty to be able to fully utilize the new LMS. This training will be provided, both on-campus and online, with the expectation that 100% of faculty will be in compliance by February 2019 with the College's directive regarding Canvas use. The College will also provide training on the Rapid Insights Data System, and it is projected that 100% of full-time faculty will have completed the training by February 2019.

In an effort to improve classroom instruction, the aggregate faculty evaluations will be analyzed to determine areas of concern. The two areas of greatest need for improvement will be identified, and there will be at least one workshop offered to address each of those areas.

Increasing student opportunities on campus is an ongoing process as LRCC seeks to increase participation in school clubs and activities. Students, faculty, staff, and administration are continually looking to expand, and enhance existing opportunities.

Improving student services, specifically advising, as it relates to this standard, is an on-going effort. The development of a "one-stop" model to make the student experience, with regard to applying, advising, and registering more friendly and efficient, is expected by May 2019. Full implementation of this service is expected by May 2021.

**Standard 6.1: Teaching, Learning, and Scholarship**  
**(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017 )

**Number of Faculty by category**

Full-time	36	28	27	28
Part-time		1	1	1
Adjunct	82	90	95	87
Clinical				
Research				
Visiting				
Other; specify below:				
Running Start	39	49	54	53
Total	157	168	177	169

**Percentage of Courses taught by full-time faculty**

48.87%	32.50%	32.24%	31.46%
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**Number of Faculty by rank, if applicable**

Professor	27	19	17	17
Associate	4	4	4	4
Assistant	4	4	5	6
Instructor	1	2	2	2
Other; specify below:				
Total	36	29	28	29

**Number of Academic Staff by category**

Librarians	1	1	1	1
Advisors	1	2	2	2
Instructional Designers				
Other; specify below:				
Total	2	3	3	3

Please enter any explanatory notes in the box below

Running Start instructors are high school teachers who teach credit-bearing LRCC courses under the mentorship of the LRCC faculty. All expectations and outcomes are identical to the corresponding LRCC course.

**Standard 6.2: Teaching, Learning, and Scholarship**  
**(Highest Degrees, Fall Term)**

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2014 )	(FY 2015 )	(FY 2016 )	(FY 2017 )

**Highest Degree Earned: Doctorate**

<b>Faculty</b>	Professor	4	2	2	2
	Associate				
	Assistant				1
	Instructor				
	<b>Total</b>	4	2	2	3

<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				

**Highest Degree Earned: Master's**

<b>Faculty</b>	Professor	20	14	12	12
	Associate				
	Assistant				1
	Instructor				
	<b>Total</b>	20	14	12	13

<b>Academic Staff</b>	Librarians	1	1	1	1
	Advisors	1	2	2	2
	Inst. Designers				

**Highest Degree Earned: Bachelor's**

<b>Faculty</b>	Professor	2	2	2	2
	Associate	2	2	2	2
	Assistant				
	Instructor				
	<b>Total</b>	4	4	4	4

<b>Academic Staff</b>	Librarians				
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**Highest Degree Earned: Professional License**

<b>Faculty</b>	Professor	1	1	1	1
	Associate	2	2	2	2
	Assistant	4	4	5	4
	Instructor	1	2	2	2
	<b>Total</b>	8	9	10	9

<b>Academic Staff</b>	Librarians				
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\* Please insert additional rows as needed

**Standard 6.3: Teaching, Learning, and Scholarship**  
**(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

		3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty Appointed</b>									
Professor				1					
Associate									
Assistant						1		2	
Instructor					1				
Total		0	0	1	1	1	0	2	0
<b>Number of Faculty in Tenured Positions</b>									
Professor									
Associate									
Assistant									
Instructor									
Total		0	0	0	0	0	0	0	0
<b>Number of Faculty Departing</b>									
Professor				9		2			
Associate									
Assistant								1	
Instructor									
Total		0	0	9	0	2	0	1	0
<b>Number of Faculty Retiring</b>									
Professor				4		2		2	
Associate									
Assistant								1	
Instructor									
Total		0	0	4	0	2	0	3	0
<b>Fall Teaching Load, in credit hours</b>									
Professor	Maximum	38.00		29.00		27.00		27.00	
	Median	16.00		17.00		13.50		14.50	
Associate	Maximum	20.00		20.00		26.00		19.00	
	Median	16.50		13.50		15.50		13.00	
Assistant	Maximum	18.00		18.00		21.00		20.00	
	Median	15.00		15.00		13.50		12.50	
Instructor	Maximum	4.00		9.00	0.00	15.00	0.00	21.00	0.00
	Median	4.00		9.00	0.00	15.00	0.00	21.00	0.00

Explanation of teaching load if not measured in credit hours

Teaching load is provided in this table as credit hours, but institutional teaching requirements are determined by contact hours which also incorporate laboratory hours and clinical hours.

**Standard 6.4: Teaching, Learning, and Scholarship**  
**(Number of Faculty by Department or Comparable Unit, Fall Term)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Auto & Marine	4		4	1	5	1	5	1
Business	2		2					
Business & Culinary					3		4	
CIS / Culinary / Multimedia.	5		4					
CIS / Multimedia					2		2	
Early Childhood Dev.	1		1					
Electrical & Manufacturing	3		4		4			
Energy	3							
Fine Arts	1							
Fire Science	3		2		2			
Fire Science & Electrical / Manuf.							5	
Liberal Arts	5		1					
Liberal & Professional Studies					6		7	
Mathematics & Science	5		5					
Nursing	4		5		5		5	

Total	36	0	28	1	27	1	28	1
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Please enter any explanatory notes in the box below

# **Standard 6.5: Teaching, Learning, and Scholarship** **(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
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**Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed**

Male	17	1	18	
Female	11	0	11	
White	28	1	29	
			0	
			0	
			0	
			0	
<b>Academic Staff</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total Headcount</b>	<b>Headcount Goal (specify year)</b>

**Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed**

Female	1	2	3	
White	1	2	3	
			0	
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

## Standard 7: Institutional Resources

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### Description

Like the other colleges in the Community College System of New Hampshire (CCSNH), Lakes Region Community College (LRCC) is funded primarily by tuition, with nearly half of its [operational budget](#) being determined by these numbers. The remainder of the funding is provided by the New Hampshire State Legislature and grants, such as the Carl D. Perkins grant. The [Board of Trustees](#) (BOT) is also able to seek donations and accept gifts.

### Human Resources

CCSNH has a rigorous application and interview process to ensure that all employees are highly qualified. Candidates are screened to assure they meet each of the qualifications outlined in the supplemental job description. For instance, at LRCC all potential employees meet with committees comprised of faculty and staff and must submit a writing sample. Additionally, all prospective faculty are required to demonstrate their proficiency by giving a sample lecture/lesson. In accordance with its [mission statement](#), LRCC's vision is to "continue its development as a learning-centered institution, characterized by innovation, responsiveness, flexibility, caring, collegiality, accountability, and educational excellence." As a result, LRCC currently employs 28 full-time faculty, 29 full-time staff, and 20 part-time staff, which includes four part-time program coordinators who are also adjunct faculty. In addition, LRCC has a pool of 110 active adjunct faculty.

Although faculty and covered staff have always shared a Collective Bargaining Agreement (CBA), faculty decided to be covered by separate CBA beginning in 2017. CBAs for all groups are adhered to by CCSNH and each college in the system. [Each CBA](#) includes details regarding salaries, raises, benefits, personal annual and sick leave calculations, grievance and arbitration procedures, training and education, and many more aspects of employment that are adhered to by Human Resources. These policies are available on the CCSNH Employee Portal and on the CCSNH website under [Human Resources](#) <http://www.ccsnh.edu/about-ccsnh/human-resources> and are reviewed by the CCSNH Human Resources Committee. Grievances and arbitration procedures are then addressed in each of the faculty, adjunct faculty, and staff CBAs.

Within this framework, each position has a job description, written and approved by CCSNH, used to outline job duties and qualifications clearly. Compensation is competitive for the industry and area due to CBAs ratified by staff, faculty, and adjunct faculty, which then determine salaries for many positions, not including management positions.

### Financial Resources

[State law \(RSA 188-F: 2\)](#) provides that "the community college system of New Hampshire shall be governed by a single board of trustees which is the policy making and operational authority. The BOT is responsible for ensuring that the colleges operate a well-coordinated system of public community college education." The twenty-four voting members who make up the BOT are independent of CCSNH and are appointed by the governor of New Hampshire (NH) and confirmed by the [Executive Council](#). The members represent business and industry, education, health care, law enforcement, career and technical education, labor, technology, CCSNH students and alumni, the community service sector, and the public. Further, [state law \(RSA 188-F: 6; F: 6 IV-Xii\)](#) delegates to the BOT "...the management and control of all the property and affairs of the Community College system, all of its colleges, divisions and departments..." and a number of general authorities in the financial affairs area. This includes, but is not limited to the acceptance of gifts, funds from all sources, including financial aid, and investments; the preparation of the biennial capital budget; the receipt, expenditure, allocation and transfer of funds; the establishments and collection of tuition, room, board and other fees; the authority to enter contracts,

## Standard 7: Institutional Resources

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leases and other arrangements; the acquisition of supplies, materials and services, as well as the acquisition of land, property, buildings and equipment.

The Board of Trustees charges the system leadership, the administration and faculty of the respective colleges, and the CCSNH office, in accordance with BOT [guidelines for policy development](#) in the following areas: Student Activities, Student Rights and Prohibitions, Admissions, Financial Aid, and Health & Safety.

The BOT delegates to its Finance Committee the responsibility for overseeing fiscal policies related to long range planning and budgeting. The BOT is advised periodically with regard to long range financial planning in order to assess, on a continuing basis, whether projected revenues and expenses are in balance and sufficient to meet stated missions and goals. The BOT shall then make appropriate adjustments to policies, procedures, and/or practices, if necessary, in order to provide for fiscally responsible operations over the longer term. At a minimum, CCSNH will develop a [tactical plan](#) for each biennial period that coincides with the state funding request cycle. These plans will reflect priorities and positions articulated in both [system](#) goals and [campus](#) strategic planning documents.

As the head of CCSNH, the Chancellor is responsible for the oversight and management of funds and other resources, as well as the preparation of all pertinent documents and materials that require committee review and/or approval. Additionally, the Chancellor has the responsibility to administer financial policies and to prepare and present these policies for such studies, reports, information, and recommendations necessary for the proper and effective exercise of the BOT's fiduciary responsibilities.

Each year, the Chancellor, the presidents of each institution, and members of the BOT appear before the House and Senate Finance Committees to review the system's programs, costs analysis, revenue projections, and any other detailed information. As part of this review, the Chancellor develops and maintains the [CCSNH Capital Projects Plan](#) that incorporates all trustee-approved capital facilities projects, property development, and maintenance improvement projects on each [campus master plan](#) for the succeeding six-year period. The CCSNH Capital Projects Plan is then used as the reference document by the system and the BOT in the preparation and presentation of its request to the state for appropriations or bonding approval for capital construction, and in response to inquiries regarding long-range capital outlay planning within the system. The Chancellor also develops and maintains a biennial [CCSNH Capital Projects Schedule](#) that details the major construction, repair and renovation projects, which have an approved plan and funding source. The schedule includes all approved projects that are set to begin within the succeeding two-year period and that reflect priorities and positions articulated in system-wide and campus strategic planning documents. The BOT periodically offers advice with regard to these estimates and makes appropriate adjustments to policies, procedures, and/or practices in order to provide for fiscally responsible operations over the longer term.

The CCSNH Foundation is a 501(c) (3) with a mission to provide educational opportunities through financial assistance for student scholarships, program development, and college facilities enhancement. According to the [CCSNH Code of Ethics](#), "a donor will not be discriminated against in any way due to race, sex", etc. In order to maintain ethical and legal standards, CCSNH will not solicit favors for the system or foundation that would be in conflict with a higher public interest. Additionally, CCSNH must adhere to all NH and Internal Revenue Service requirements for non-profit fundraising while also supplying financial statements and [IRS Form 990](#) to prospective and current donors upon request. At the system level, prudent procedures for the evaluation, receipt, and acceptance of gifts of equipment, supplies, and materials are upheld by the Chancellor. A proposed gift may be accepted only if its value to the system (whether financial, educational, or otherwise) is greater than its attendant cost, including exposure to financial, legal, and other risks. Accepting gifts of equipment, supplies, or materials with a fair market value of less than \$50,000 shall be delegated by the Chancellor to the president of each

## Standard 7: Institutional Resources

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CCSNH institution, whereas accepting all gifts in excess of this amount shall be approved by the chancellor. In terms of receiving donations, [policy](#) states that donors' gifts are to be used only for the purpose for which they are given and such donors will receive proper acknowledgement and recognition as supporters. Anonymity, if desired, will be honored, and any donor information will be handled with professionalism, discretion, and confidentiality according to New Hampshire and Federal laws.

As part of a larger system initiative, duties of the CCSNH Chief Operating Officer have been expanded to include the financial overview of any inefficiencies that may exist at the local or system levels. This includes shared services and exploring opportunities throughout the system to take advantage of the economies of scale, and to save or leverage existing efficiencies.

The financial aid systems and compliance officer, in collaboration with the financial aid directors of each college, is responsible for developing and administering policies that ensure compliance with federal and other regulations governing the acquisition, disbursement, and reporting of all [financial aid](#) funds. To this end, the officer and college directors create the necessary written and/or electronic documents to implement a standardized process, wherever feasible, in carrying out this charge. Furthermore, it is expected that the officer and college directors will assure that these standardized processes are consistently reflected in the system's computer integrated software system (Banner). As well, other college offices such as the Registrar, Bursar, Admissions, etc. will collaborate in this charge, as necessary. These policies are then reviewed and approved by the Board of Trustees.

To safeguard the integrity of its finances, the system performs internal audits regularly, to guarantee that campuses are complying with all established policies, procedures, and operating practices. An external financial audit and the [A-133 audit](#) are arranged annually by a sub-committee of the BOT, which provides the Board and management an objective appraisal of compliance with existing internal controls. These audits are completed to assure that the institution is stable and has sufficient financial resources to operate, and to ascertain whether management policies and procedures are followed consistent with CCSNH objectives. Financial aid policies and procedures are included in this annual audit and Board policies and institutional practices insure that the audit is independent and objective. These findings are then evaluated by the internal audit director, who then reports to both college administration and the BOT, showing the results and offering recommendations for improvement.

At a college level, the president is responsible for assuring that each unit functions with proper internal control procedures so that all budgets remain balanced and within authorized limits. Any transactions requiring higher reviews or approval are identified and forwarded in a timely manner. Additionally, the president will document and explain any adjustments, transfers, and revenue/expense patterns to the system for official reporting purposes. The BAO is then charged with monitoring the budget and projected expenses by overseeing the appropriation of funds to specific [budget](#) items. The BAO also completes periodic fiscal-year forecasts to certify that the institution is meeting its budgetary goals and makes adjustments accordingly. LRCC adheres to financial policies established by CCSNH and its BOT. The policies include mechanisms such as the segregation of financial duties, system-wide solvency, and internal and external audit functions.

Despite fluctuating changes in personnel over the past few years, LRCC continues to employ professionally qualified staff. As shown in the organizational chart, available in the [Faculty-Staff Handbook](#) (p. 15), the BAO oversees the Business Office, Maintenance Department, IT, Campus Safety Office, and Auxiliary Services. The system office has provided the College with assistance during periods of transition in which positions have been vacant. As well, certain positions are open but have not been filled due to such factors as decreased revenue from decreased enrollment and increased expenses due to payroll and benefit costs. LRCC considers all vacancies in detail, as these represent opportunities to revisit existing staffing patterns and employee talent to develop optimal staffing. As will be detailed

## Standard 7: Institutional Resources

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later in the document, if revenue challenges, as a result of enrollment fluctuations, require revisiting the expense budget for the finance department, LRCC takes careful consideration to balance financial constraints against the need to have full staff for financial strategy, budgeting, control and student-facing operations.

LRCC establishes budgets in accordance with policies established by the BOT. Guidance is provided by the Chancellor's office and the BOT finance committee regarding projected increases in expenses such as in salaries and benefits. As stated in the [budget process policy](#), internally the process is meant to allow department and program directors the flexibility to make decisions that impact their areas directly. The process is also meant to allow for transparency in the way funds are allocated and used to improve institutional effectiveness. As such, the allocation of budgets is tied not only to everyday needs, but also to departmental and institutional [strategic goals and plans](#), and program support and development.

Each spring, the BAO begins the budget process by sending out a call for budget requests, which is a multi-step process. These requests are organized by category or line item in reference to the institution's budget line items spreadsheet. Departments are asked to make itemized requests in each spending category and consult with the IT department regarding all computer, software, and software-related services. The initial budget is then reviewed by the BAO and brought to the College Leadership Team (CLT) for review and approval.

The CLT, which is comprised of the President, Vice President of Academic and Student Affairs (VPASA), and the business affairs officer (BAO), makes decisions about initial budget allocations, which closely align with LRCC's strategic plan, and the team's decisions are based on the following: past history of expenditures, strategic planning initiatives, NEASC projections, program growth or decline, student demand for services, equipment needs, projected enrollments, legislative allocations, and other factors such as information technology, and physical needs. After a preliminary budget is developed, the CLT meets with the chancellor and system office managers to discuss the budget.

CCSNH is highly tuition dependent, and LRCC is no exception. Last year, net tuition and fees constituted 47 percent of revenue in our operating budget. The remainder is provided through state allocation, as LRCC receives a proportion (12%) of the funds provided from the State of New Hampshire to the CCSNH. When enrollment comes in under budgeted revenue, the College leadership must immediately address expenses to be sure they come in commensurate with or under revenue.

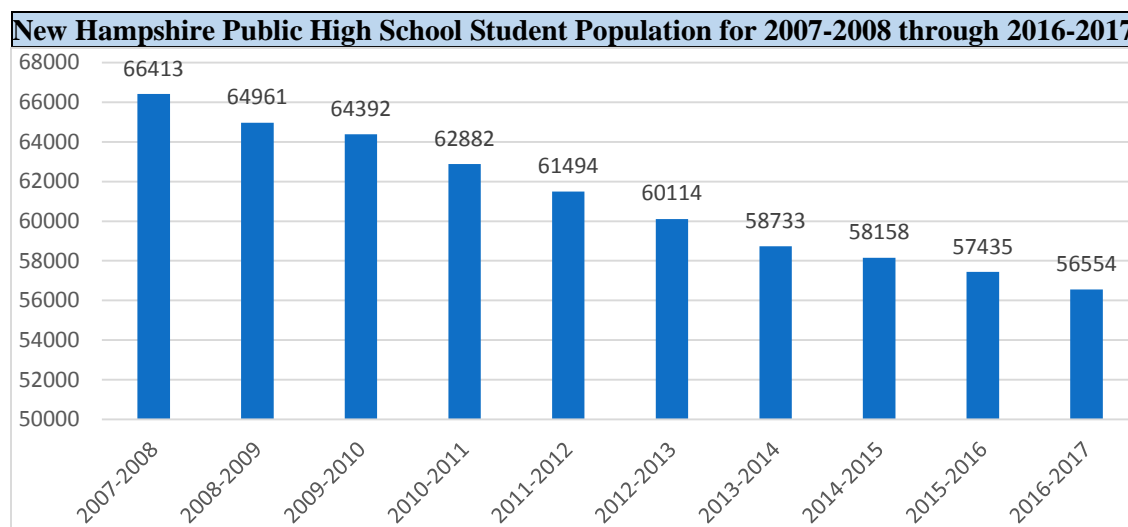
For Fiscal Year 2018, for example, actual student tuition and fees revenue came in under \$521,000, or 10% less than what was budgeted. Through savings in salaries and benefits, however, particularly through keeping a critical eye on emerging vacancies and new positions budgeted, LRCC had an expense salvage of \$942,000, and an ultimate net income from operations of \$463,000. Therefore, despite enrollment fluctuation, across all funds, there was \$1,290,000 net cash, or \$1,069,000, after any outstanding debt principal. Although the College would like to build from nine percent of total cash over its expense budget, it has kept up with debts to the point that its cash position covers it several times over.

The Higher Education Commission, a Division of Higher Education and the NH Department of Education, stated in a 2016 report that "Over the last 10 years, New Hampshire's public- school enrollment dropped by 10.9 percent, from a high of 203,572 students in 2006-07 to a low of 181,339 students in 2015-16. The U.S. Department of Education projects that by 2025, New Hampshire's public-school enrollment will drop to 159,100 students. If these projections hold true, New Hampshire will see a 21.8 percent drop in enrollment from 2006 to 2025." <https://www.education.nh.gov/highered/research/documents/status-report.pdf>.

## Standard 7: Institutional Resources

As reflected in Table 7.1, a decrease in the population of high school students in New Hampshire has and will continue to determine not only strategic planning on the part of the institution, but also financial planning and the preparation of yearly budgets.

**Table 7.1 Population of New Hampshire Public High Schools, 2007 – 2017**



Source: <https://www.education.nh.gov/highered/research/documents/status-report.pdf>

Presented with this challenge, LRCC has explored several new revenue opportunities and continues to nurture its partnerships with business and industry. As a result, LRCC does have strong partnerships with manufacturers throughout the Lakes Region and NH. Additionally, LRCC has increased efforts in workforce development to increase revenue streams, and recently developed and instituted a new [Medical Assistant Program](#) at the request of one industry partner, Lakes Region General Hospital. LRCC also partners with General Motors in the Automotive Service Educational Program (ASEP) and has developed a new partnership with Toyota as part of the automotive department. It also has taken part in a [federal apprenticeship grant](#), which helps fund various parts of the college's technical programs.

[The College Advisory Board \(CAB\)](#), comprised of key leaders from business and industry, meets regularly with the LRCC leadership team to ensure that the institution continues to meet the needs of local industries. LRCC offers college opportunities to students still in high school through the [Running Start Program](#), as well as [eStart](#), which is “a dual credit program that affords NH high school students the opportunity to take 100% online college courses through the CCSNH, while earning both high school AND college credit simultaneously.” (<http://www.ccsnh.edu/academics/estart>). Another such program is the Early College initiative program, which allows high school students to take college-level classes at the LRCC campus.

### Information, Physical, and Technological Resources

Over the last several years, multiple buildings have been erected and renovations have occurred on the LRCC campus. In 2013, the Health Science building, which adjoins the CAT building, opened and now houses such programs as Fire Science, Nursing, and the Liberal Arts Science Program. This facility offers state of the art technology, including relevant equipment used in the field, simulation labs, high fidelity

## Standard 7: Institutional Resources

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mannequins, and science laboratories capable of supporting DNA sampling and other valuable skills. Additionally, the building contains an Academic Commons, a space that serves as a meeting room for staff meetings, orientations, and hosts conferences relating to LRCC-specific events as well as those organized by the local community.

The construction of the automotive building has given students access to seventeen bays and state-of-the-art lifts, a ventilation system, and heated floors. This commitment to the Automotive Program has helped to reinforce the college's partnership with GM and fosters a strong relationship with Toyota.

With the acquisition of these new spaces, LRCC has studied and implemented changes in existing spaces to provide for optimal use. The admissions office has been renovated to make room for counselors in that area, and the Teaching, Learning, and Career Center (TLCC) relocated into a larger space on the second floor of the Turner Building. A space was designated as an adjunct faculty lounge to help facilitate the need for these employees to work and to meet with students. The recent construction also reconfigured the major road way through campus, and now a one-way lane lessens the congestion of traffic and slant parking was introduced along this lane. The main parking lot in front of the Turner Building has been designated for guests and visitors. These spaces are reserved for potential students and other members of the community.

In 2015, LRCC entered into an agreement with a local developer to lease an entire apartment building with 48 units to accommodate students from a more widespread geographical area. As of fall 2017, 100 students were housed in this complex, and LRCC is looking to increase this capacity, as the demand continues to rise.

Additionally, the Culinary Arts Program continues to foster its relationship with Canterbury Shaker Village. In utilizing the culinary space at this historical site in nearby Canterbury, NH, students receive experiential learning through The Shaker Table Restaurant. This teaching kitchen is where dedicated faculty with years of industry experience and students come together to create the delicious dishes many patrons know and love and to experiment with new innovations in the industry. In addition, the Shaker Table Restaurant provides students the opportunity to experience all aspects of managing a restaurant, working both "the front and back of the house."

To guarantee faculty and students have sufficient access to the resources necessary to achieve their academic goals, LRCC offers campus-wide wireless Internet. This network is maintained by one full-time and one part-time professional who also provide assistance to faculty, staff, and students via a Help Desk available throughout the week. Networked printers are also available to students in the library, and in various workrooms and offices for faculty use. LRCC also offers two computer labs for student use when classes are not in session there.

The College formerly used Blackboard as its Learning Management System (LMS); however, with the end of the contract, the CCSNH has adopted a new LMS, Canvas. The transition from Blackboard to Canvas began during the fall 2017 and was completed by June 1, 2018. All faculty are expected to meet the College's minimum standards of use for the LMS, which includes posting the course syllabus, grades, and instructor information; however, many faculty go beyond these expectations, choosing to enhance the online experience for in-class students and make it comparable to the experiences students have with online course offerings. To further facilitate this transfer and assure easy transition, faculty and adjunct faculty have access to training on Canvas, and many have adopted the LMS early in order to provide additional support for others.

The centrally located Bennett Library provides a user-friendly physical and virtual environment to support the information and research needs of students and faculty. The facility offers a 48-seat study area and three study/conference rooms that students and faculty may use for private meetings and group work.

## Standard 7: Institutional Resources

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Offering an open computer lab with 25 computers, the library gives students access to the library's online catalog and research databases, and access to these resources off-campus through a secure log-in. Additionally, software support is available to classes through access to QuickBooks, Mastering Chemistry, MyMathLab and MS Office 2016 Pro. The Bennett Library offers extended and flexible hours to assure that students and faculty have access when classes are not in session. Professional staff are also available for personalized assistance with any information needs such as research, source citations, and support with the LMS and the Student Information System (SIS). Up until the end of May, 2018, LRCC employed two full-time staff for the library. One of the staff members recently retired, so there is currently one full-time library supervisor, who holds an advanced degree in library and information science, and who has many years of academic library experience. The library also employs work study students, whose hours vary depending upon the number of students who are available. Students work roughly 10 to 15 hours per week.

Multiple locations can be used by students in their free time. The cafeteria, located in the Turner Building, offers an open setting for students to gather, eat, and socialize. A pool table and ping pong table are set up at one end, and the Countdown Café offers students various hot and cold meals. Located off the cafeteria sits the bookstore, where students can purchase or rent textbooks or other materials they may need. On the mezzanine, above the cafeteria, a student lounge offers comfortable seating and access to a large-screen television. A fitness center is housed on the second floor and is organized by students participating in the work study program. Additionally, there are various study spaces spread throughout the CAT and Health Science buildings, which offer students a place to gather or study quietly between classes. LRCC also offers a part-time counseling office in partnership with Lakes Region Mental Health Center, and a domestic violence counselor from New Beginnings, a local social services organization.

As an additional resource, the Teaching, Learning and Career Center (TLCC) provides students with academic support in many different subject areas, including in math, science, accounting/business, English, writing, reading comprehension, memory skills, time management, note-taking, and study skills. A computer lab, support specialists, career support, proctoring for accommodated students, and assistive technology are also available. The TLCC is staffed by three part-time members with diverse backgrounds in writing, accounting, business, math, learning disabilities, alternative learning methods, reading, and career counseling. The center also makes use of five work study students who help with support in a number of subjects.

Students are provided opportunities to engage with others through individual clubs and organizations as well as the student senate. LRCC encourages its students to become a part of the community and offers a variety of bonding experiences and opportunities for students to engage with each other outside of the classroom. Much of this organization is linked with the student apartments, as this in particular offers a great opportunity to build leadership and community.

To promote the health and safety of the campus community, the institution employs one full-time and two part-time campus safety officers. Additionally, the maintenance staff provide a strong presence on campus. This work is aided by the use of clearly marked signs, cameras placed throughout campus, and emergency call boxes located throughout the outdoor areas of campus. It is a priority to update LRCC's [Emergency Action Plan](#) within the year. LRCC provides prospective and current students and employees its [Campus Security Policies and Procedures](#) and the most recent campus crime statistics. This is part of the [Federal Law No. 101-542](#), the Student Right-to-Know and the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1999](#). The report is available in the college catalog as well as the [student handbook](#) (pp. 5-6).

LRCC added generator-supported electrical outlets to its server closets in 2017 and makes use of user accounts and passwords through the EasyLogin system to guarantee privacy and protection, and to

## Standard 7: Institutional Resources

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provide users with the capability to change passwords, as required. Data is held locally in a fireproof cabinet and is encrypted. However, the current IT budget includes funds for the purchase of hardware to support an enterprise data backup system with offsite data storage. The institution follows and adheres to the [CCSNH Acceptable Use Policy](#) for all end users of IT systems, faculty, and staff, who also provide a signature acknowledging their understanding and responsibility to follow policy. Students also follow the AUP by virtue of its inclusion in the student handbook.

Facilities at LRCC met existing building codes when constructed and ongoing maintenance insures safety standards and accessibility continue to be met. To further assure a safe, secure, and healthy environment, the college conducts periodic inspections of elevators, fire alarm and fire suppression systems, boilers, underground fuel tanks, forklifts and automotive lifts, emergency lights, and 911 communications. The waste disposal contractor selected by LRCC disposes of waste in an environmentally friendly manner.

### Appraisal

While the BOT is able to seek donations and accept gifts, these are irregular contributions mostly directed toward direct student aid or restricted funds, and, combined, account for less than \$150,000, or close to one percent of budget. These limitations with regard to sources of funding, and because much of the budget is dependent on continuously fluctuating student enrollments, strategic planning has been conservative in terms of spending (as discussed above). While these types of restrictions have created an atmosphere that promotes and encourages innovation within the institution, in practical terms, it has affected LRCC's ability to grow and to provide services to its students.

Faced with present economic realities and fluctuations in market and demand, LRCC continues to leverage the resources it does have to insure its continued commitment to offering a quality education that reflects its mission. One of its primary resources, for example, has been leveraging system-wide funds and activities to enhance academics, student services and operations. LRCC, for instance, participates in [professional development](#) activities on education planning for students, remediation curriculum, and enrollment management coordinated as a system-wide level. To avoid large technology expenditures, the College purchases centrally through the CCSNH for enterprise advising, alumni management, and data and report software. In addition, LRCC cross-trains staff across broad areas – such as all student services and most business office functions – so it can absorb any temporary vacancies that would otherwise disrupt colleges of this size. LRCC has and will continue to face these situational challenges in innovative ways that reflect its adaptability and willingness to evolve as an institution.

### Human Resources

As mentioned, the economic situation has led LRCC to consolidate the number of personnel by sharing resources and services, such as IT, with other campuses and CCSNH. Despite two new full-time faculty positions, the college continues to fill many teaching positions with a dedicated and qualified pool of adjunct faculty. These employees are carefully screened to assure they meet the quality standards of the college, and often contribute well beyond minimal standards and expectations. While they are supported by various department chairs and full-time faculty, their experience has been identified as an area in need of improvement. To that end, orientation and mentor programs are being developed to better support the adjunct experience. This includes creating the position of adjunct coordinator, whose responsibility is to address issues specific to these employees. One of the effects of using many part-time personnel has been that full-time faculty and staff have been tasked with more institutional duties, which has been challenging when integrating these duties into their current workload.

The college has restructured its enrollment office and now employs a director of enrollment and onboarding (DEMO) and has made a conscious effort to reassess the quality of the education and resources offered. This shift from viewing students as customers and potential credits to focusing on their

## Standard 7: Institutional Resources

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individual needs and expectations will work to enhance the reputation of the campus and how it is perceived in the community. This emphasis on quality is also reflected by the institution's efforts to maintain and monitor its current staff, to encourage professional development through a standing committee, and to be selective in its efforts to fill vacant positions. This last task has been challenging because compensation levels for faculty remain below the national average. As outlined in [The Chronicle of Higher Education](#), the average salary for a full professor is below an identically ranked peer at a two-year public institution. While this reality is a reflection of the economic situation in NH, its impact has resulted in limiting the funds available to entice new talent to the college, especially when these potential employees can earn more in industry. Instead, new talent is often attracted by more intangible benefits such as a smaller, more individualized experience, the freedom to build and innovate within programs, and to work closely with students and faculty. The newly-ratified faculty Collective Bargaining Agreement (CBA) has worked to improve compensation through salary negotiations and a reassessment of benefits offered to full-time faculty; however, some of the new language offers the possibility of further increasing the demands and expectations of these employees in terms of on-campus hours.

### Financial Resources

LRCC continues to be financially stable. As mentioned above, the College has an amount of available cash which is significantly in excess of outstanding debt, with nearly a million dollars in cash in reserve over a 10 million dollar budget (with a reserve growth target of reaching \$1.5 million in the next five years). Despite the economic and demographic challenges of being faced with low unemployment and a decrease in the high school population, LRCC continues to provide a high-quality education with the necessary resources to meet the needs of its students. The budget process is biannual, which can hinder institutional planning compounded by the ever-changing economy. Additionally, funding from the State of New Hampshire fluctuates based on these and other mitigating circumstances, which in turn calls for strict financial planning.

The institution continues to establish budgets in accordance with CCSNH policies. The current budget policy is in the process of being updated to align more clearly with the needs of the system. [Purchasing policies](#), and many of the finance policies, including [Capital Planning Budget and Development](#) are available through the CCSNH website. All consolidated financial statements are created by the comptroller of CCSNH, who is currently working on a five-year financial plan, which will be a working document to assist with financial forecasting. Each campus has the support of system-office and other financial professionals. To further support the system office with regard to budgetary developments, the chief financial officers (CFOs/BAOs) of each college meet monthly to discuss financial issues.

The budget is reviewed by the CCSNH BOT Finance Committee and is continually monitored and reviewed further by the CLT to insure it reflects enrollment numbers. Any updates are then provided to the CLT, who make decisions on the reallocation of resources. In this financial environment, proactive contingency planning is key to meeting the college mission with regard to stability. As a result of this conservative planning, LRCC has almost a million dollar contingency fund for FY18. Although subject to change throughout the year, as mentioned above it covers possible emergency events and outstanding debts combined.

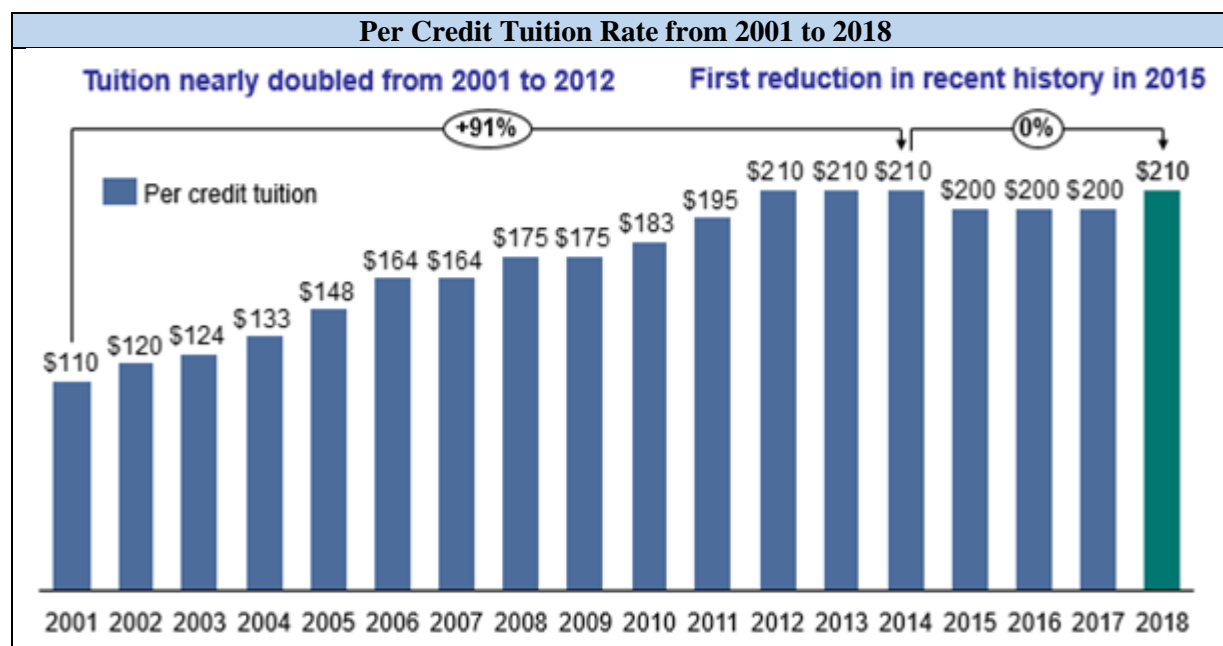
All colleges in CCSNH use the Banner Finance System for budget management and financial data entry and reporting. The College can now budget down to the actual department and course level. Major improvements in financial reporting have had a positive effect, in terms of what the Board is able to read, which allows for better management of the system. Grant management is centralized, with sufficient reporting to the colleges to allow for their review.

Since 2012, CCSNH has made it a priority to stabilize tuition, recognizing that the price trajectory of the prior decade was unsustainable for NH students and families, and contrary to the CCSNH mission. As the

## Standard 7: Institutional Resources

graph in Table 7.2 illustrates, these efforts have resulted in in-state tuition 2018 being at the same level it was in 2012. Specifically, tuition for an in-state student taking a full-time course load of 15 credits per semester (30 per year) is approximately \$6,300, plus applicable fees. In response to decreased enrollment and the need to remain fiscally sound, tuition has been increased to \$215 per credit hour, effective with the fall 2018 semester.

**Table 7.2 CCSNH tuition rates from 2001 to 2018**



In efforts to sustain and increase the number of credits sold, as well as to provide a sustainable path that promotes the completion of a college education, CCSNH has introduced the [65 by 25](#) initiative. The goal is for 65 percent of adults age 25 and older in NH to have some form of post-secondary education, from certificates to advanced degrees, by 2025. This initiative is based upon projections made by researchers at Georgetown's Center on Education and the Workforce, which states that 68 percent of jobs in NH will require education beyond high school by 2020.

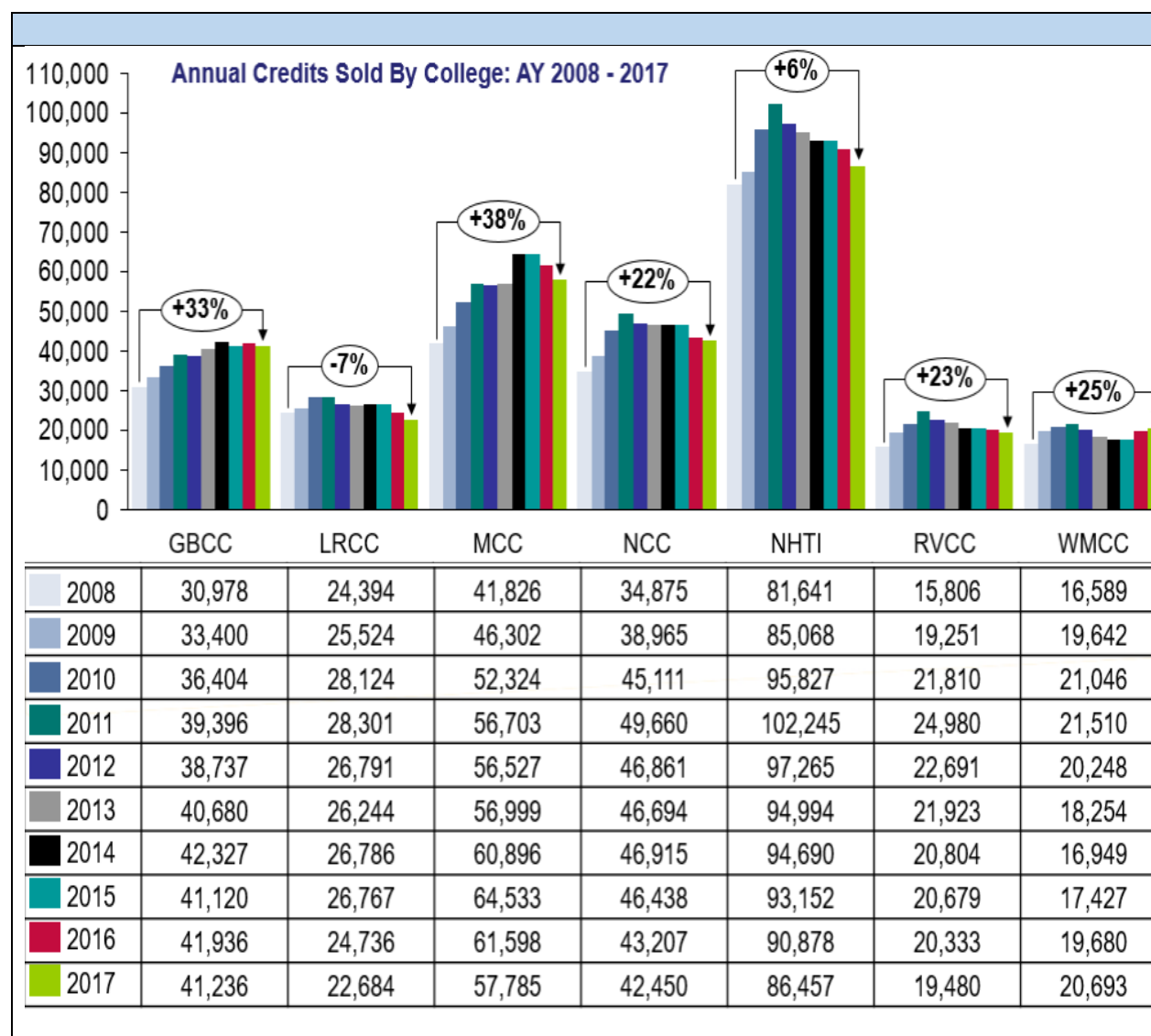
However, as seen in Table 7.3, LRCC has fallen short in annual credits sold in relation to the other colleges in the system. As part of the 65 by 25 initiative and efforts to address the credit shortfall, LRCC has implemented year-long scheduling with its students and actively promotes a full course load of 15 credits per semester. Establishing a year-long schedule has provided a clearer path for students as they plan to complete their goals but also better contact with the students through the advising process.

Additionally, the College Coordinating Council (CCC) and the CLT hold ongoing conversations about generating revenue streams and methods to remain financially sustainable. The CLT is engaged in the CCSNH shared services initiative in appropriate areas, which should result in long-term savings for all of the colleges in the system. In an effort to create a conservative budget but still allow for the proper acquisition of expenses central to the operations of the campus and academic programs, the CLT chose not to freeze the budget for the fall 2017 semester. Instead, it asked departments to be judicious with budgets and to prioritize expenses. These efforts, along with not filling open positions, have resulted in LRCC possibly ending the year without a deficit. Although it is important to note that this is dependent

## Standard 7: Institutional Resources

upon these two trends continuing, LRCC continues to demonstrate that its central concern is the financial sustainability of its institution.

**Table 7.3 Comparison of credits sold by all CCSNH colleges for AY 2008 – 2017**



### Information, Physical, and Technical Resources

In terms of equipment, Federal Perkins funding has allowed LRCC to provide new Apple computers in one of the labs, but the college continues to struggle with updating existing infrastructure. Limited critical maintenance budgets have forced LRCC to prioritize needs, resulting in deferred building maintenance in order to accommodate the increased need to provide safety and security systems for students, faculty, staff, and visitors. This prioritization has created gaps in the upgrading and improvement of certain infrastructure and technology, specifically in the Turner Building, which are becoming increasingly apparent and experienced by faculty, staff, and students. However, LRCC communicates regularly with

## Standard 7: Institutional Resources

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the capital projects director on these issues. The new Technology Plan 2017-2020 outlines a process and methodology for identifying and coordinating technology needs across departments and the campus.

To address this situation, LRCC partners with local industry and offers new programs so as to remain consistent with the needs of the community. The office of Workforce Development helps employers identify and meet workforce and training goals by providing cost-effective training programs specific to their needs. In 2017 the Workforce Development office worked with Lakes Region General Hospital to develop a Medical Assisting program, and also works with local manufacturing partners to offer credit-bearing manufacturing programs. Multiple third-party financial resources, including the Apprenticeship Grant, help students with tuition and other expenses.

### Projection

The College intends to improve strategic recruitment by developing a recruitment and marketing plan, exploring means for data-driven marketing, and exploring the organizational structure in recruitment. This is to be done under the leadership of the newly hired DEMO, with a target deadline of December, 2018.

One of the strategic initiatives is to increase revenue streams by increasing the number of residential students, increasing [Workforce Development](#) offerings, increasing awareness of grant opportunities, and increasing off-campus revenue sources. The DEMO, VPASA, Workforce Development Coordinator (WDC), and the CLT will be responsible for implementation of these initiatives.

One initiative that has been undertaken to improve revenue opportunities is the development of a weekend college program, which is in the early stages of planning. This initiative will include offering courses for the Business Program. LRCC is also increasing its summer programs, as well as partnerships with local businesses. One of the goals is to develop a group of business stakeholders and to provide options for bringing the program curriculum to the worksite in order to increase revenue, meet CCSNH initiative goals of 65 by 25, and develop strong partnerships in the community.

Efforts continue to secure alternative sources of funding, so the Culinary Arts Program can return to campus. Currently, the CLT plans to request capital funding in the budget for the next biennium.

Additionally, departments are examining existing sections of courses and collapsing low-enrolled offerings in order to consolidate resources and to demonstrate conservative financial planning. Also, departments have been encouraged to offer fewer directed studies and to operate with more flexibility toward the students, as in optioning substitutions for courses, and offering more eight-week course sections and online course options.

Regarding capital expenditures, LRCC has requested just under one million dollars to replace boilers and to convert from oil to natural gas; \$50,000 has been allotted for the creation of a master plan. The CLT will explore saving options by building shared services within CCSNH, reducing energy costs, and examining all current rental agreements for cost savings.

A committee of faculty and staff has been appointed to assess equipment needs of the campus. Specifically, the committee will focus on what will be needed to update technology in the classrooms and throughout the entire campus. Currently, the committee has completed the report and is now working to implement its findings.

Transition to the new LMS, Canvas, was completed by June 2018. An online orientation has been designed by members of the CCSNH and various faculty from multiple campuses. This orientation provides for comprehensive instruction on the operations of Canvas. LRCC is working to complete its own Canvas orientation during the spring 2018 semester through the creation of a class that is accessible

## Standard 7: Institutional Resources

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to faculty and adjuncts. This work will be more specific to the identified needs of the campus and will detail how to successfully post the minimal faculty requirements of syllabus, contact information, and assignment content/gradebook.

The library's new [mission statement](#) and 2017-2020 strategic plan are providing an additional and updated direction for the library as a contributor to student success and to the mission of the College. Part of this plan is to align the needs of the students and faculty more efficiently by supporting stronger collaboration regarding information literacy skills, such as College Essentials and College Composition.

The use of Banner as a system for regulating and controlling all aspects of the campus experience ranging from finance, to course selection, to the submission of grades is expected to continue in the future. In order to improve the student experience and enhance student-oriented technology, a taskforce is being asked to research an LRCC phone application.

## Standard 7.1: Financial Resources

### (Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

[https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2014)			(FY 2015)			(FY 2016)			(FY 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	34	145	179	30	133	163	27	95	122			0
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	1		1	1		1	1		1	1		1
Library Technicians	1		1	1		1	1		1	1		1
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	5	30	35	9	16	25	9	12	21	21		21
Management Occupations	3		3	3		3	3		3	3		3
Business and Financial Operations	4		4	3	1	4	3		3			0
Computer, Engineering and Science	2		2	2	1	3	2	2	4	4		4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0			0
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	8	4	12	7	2	9	6	5	11	10		10
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	14	7	21	4	5	9	6	3	9	9		9
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving			0			0			0			0
Total	72	186	258	60	158	218	58	117	175	49	0	49

Please enter any explanatory notes in the box below

Data based on Fall

**Standard 7.2: Financial Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: ( 06 / 30 )		2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year	Percent Change 2 yrs-1 yr prior	
	ASSETS (in 000s)					
	Cash and Short Term Investments	\$1,295,255	\$931,792	\$1,100,000	-28.1%	18.1%
	Cash held by State Treasurer				-	-
	Deposits held by State Treasurer				-	-
	Accounts Receivable, Net	\$761,815	\$751,212	\$700,000	-1.4%	-6.8%
	Contributions Receivable, Net				-	-
	Inventory and Prepaid Expenses				-	-
	Long-Term Investments		\$1,261,986	\$1,400,000	-	10.9%
	Loans to Students				-	-
	Funds held under bond agreement				-	-
	Property, plants, and equipment, net	\$16,493,381	\$15,767,341	\$15,050,000	-4.4%	-4.5%
	Other Assets	\$573,178	\$1,586,805	\$963,000	176.8%	-39.3%
	Total Assets	\$19,123,629	\$20,299,136	\$19,213,000	6.1%	-5.4%
	LIABILITIES (in 000s)					
	Accounts payable and accrued liabilities	\$1,263,460	\$1,034,278	\$1,100,000	-18.1%	6.4%
	Deferred revenue & refundable advances	\$121,009	\$131,624	\$125,000	8.8%	-5.0%
	Due to state				-	-
	Due to affiliates				-	-
	Annuity and life income obligations				-	-
	Amounts held on behalf of others				-	-
	Long-term debt	\$300,619	\$231,130	\$221,443	-23.1%	-4.2%
	Refundable government advances		\$39,357	\$35,000	-	-11.1%
	Other long-term liabilities	\$5,306,337	\$6,280,890	\$5,500,000	18.4%	-12.4%
	Total Liabilities	\$6,991,425	\$7,717,279	\$6,981,443	10.4%	-9.5%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
Institutional		\$11,929,169	\$11,244,947	\$10,800,000	-5.7%	-4.0%
	Foundation				-	-
	Total	\$11,929,169	\$11,244,947	\$10,800,000	-5.7%	-4.0%
	Temporarily restricted net assets					
Institutional		\$194,327	\$319,688	\$333,057	64.5%	4.2%
	Foundation				-	-
	Total	\$194,327	\$319,688	\$333,057	64.5%	4.2%
	Permanently restricted net assets					
	Institutional	\$8,708			-100.0%	-
	Foundation		\$1,017,222	\$1,098,500	-	8.0%

	<b>Total</b>	<b>\$8,708</b>	<b>\$1,017,222</b>	<b>\$1,098,500</b>	11581.5%	8.0%
	<b>Total Net Assets</b>	<b>\$12,132,204</b>	<b>\$12,581,857</b>	<b>\$12,231,557</b>	3.7%	-2.8%
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$19,123,629</b>	<b>\$20,299,136</b>	<b>\$19,213,000</b>	6.1%	-5.4%

Please enter any explanatory notes in the box below

In FY15 CCSNH began a more formal process of fully allocating system office assets and liabilities out to the individual campuses. Most allocations are based upon each campuses' respective percentage of student full time equivalent. Since 2015 the process has been more refined each year to the point where in FY17 we believe the methodology is complete and as accurate as possible. Some small variations may occur from year to year as a result. Long term investments and permanently restricted net assets represent funds from the state UNIQUE program that moved over from the CCSNH Foundation in 2017. The years shown above are actuals for FY16 and FY17 however, as of this writing 2018 is estimated as the process of allocating the system office assets and liabilities will not be complete until the audit is completed

**Standard 7.3: Financial Resources**  
**(Statement of Revenues and Expenses)**

<b>Fiscal Year ends - month&amp; day: ( 06 / 30 )</b>	<b>3 Years Prior (FY2015)</b>	<b>2 Years Prior (FY2016)</b>	<b>Most Recently Completed Year (FY 2017)</b>	<b>Current Year (FY 2018)</b>	<b>Next Year Forward (FY 2019)</b>
<b>OPERATING REVENUES (in 000s)</b>					
Tuition and fees	\$5,651,189	\$5,169,335	\$5,108,709	\$4,557,520	\$4,394,647
Room and board	\$0	\$97,185	\$579,234	\$795,497	\$723,000
Less: Financial aid	-\$2,202,236	-\$1,791,173	-\$1,508,776	-\$1,400,000	-\$1,400,000
Net student fees	\$3,448,953	\$3,475,347	\$4,179,167	\$3,953,017	\$3,717,647
Government grants and contracts	\$2,815,201	\$2,242,976	\$1,411,589	\$1,300,000	\$1,300,000
Private gifts, grants and contracts	\$209,531	\$4,253			
Other auxiliary enterprises	\$98,979	\$79,895	\$11,983	\$11,444	\$58,220
Endowment income used in operations					
Other revenue (specify):	\$439,629	\$631,051	\$706,767	\$496,398	\$350,409
Other revenue (specify):					
Net assets released from restrictions					
<b>Total Operating Revenues</b>	<b>\$7,012,293</b>	<b>\$6,433,522</b>	<b>\$6,309,506</b>	<b>\$5,760,859</b>	<b>\$5,426,276</b>
<b>OPERATING EXPENSES (in 000s)</b>					
Instruction	\$5,882,042	\$4,289,981	\$4,921,934	\$4,700,000	\$4,800,000
Research	\$1,845	\$7,311	\$5,894	\$6,000	\$6,000
Public Service	\$0	\$178	\$0	\$0	
Academic Support	\$1,148,231	\$797,077	\$1,052,879	\$1,000,000	\$1,100,000
Student Services	\$981,007	\$714,484	\$1,547,743	\$1,500,000	\$1,500,000
Institutional Support	\$4,173,510	\$6,016,936	\$2,051,339	\$1,900,000	\$1,900,000
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)			\$1,195,992	\$1,200,000	\$1,300,000
Scholarships and fellowships (cash refunded by public institution)	\$288,987	\$68,837	\$32,287	\$29,479	\$30,000
Auxiliary enterprises	\$0	\$350,778	\$185,040	\$175,000	\$175,000
Depreciation (if not allocated)		\$670,740	\$602,801	\$600,000	\$625,000
Other expenses (specify):		\$1,723,151			
Other expenses (specify):					
<b>Total operating expenditures</b>	<b>\$12,475,622</b>	<b>\$14,639,473</b>	<b>\$11,595,909</b>	<b>\$11,110,479</b>	<b>\$11,436,000</b>
<b>Change in net assets from operations</b>	<b>-\$5,463,329</b>	<b>-\$8,205,951</b>	<b>-\$5,286,403</b>	<b>\$5,349,620</b>	<b>\$6,009,724</b>
<b>NON OPERATING REVENUES (in 000s)</b>					
State appropriations (net)	\$4,461,796	\$4,859,534	\$5,078,845	\$5,489,716	\$5,662,336
Investment return			\$158,252	\$170,000	\$170,000
Interest expense (public institutions)		-\$10,384	-\$19,625	-\$14,259	-\$8,734
Gifts, bequests and contributions not used in operations					
<b>Net non-operating revenues</b>	<b>\$4,461,796</b>	<b>\$4,849,150</b>	<b>\$5,217,472</b>	<b>\$5,645,457</b>	<b>\$5,823,602</b>
<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$1,001,533</b>	<b>-\$3,356,801</b>	<b>-\$68,931</b>	<b>\$295,837</b>	<b>-\$186,122</b>
Capital appropriations (public institutions)	\$698,428	\$3,708,487	\$135,354		
Other (specify):			\$161,869		
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>-\$303,105</b>	<b>\$351,686</b>	<b>\$228,292</b>	<b>\$295,837</b>	<b>-\$186,122</b>

### Standard 7.4: Institutional Resources

#### (Statement of Debt)

FISCAL YEAR ENDS month & day ( 06 / 30 )			3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
		<b>Debt</b>					
		Beginning balance	\$146,194	\$119,276	\$300,619	\$231,131	\$221,443
		Additions		\$217,179	\$0	\$65,168	\$0
		Reductions	(\$26,918)	(\$35,836)	(\$69,488)	(\$74,856)	(\$79,425)
		Ending balance	<b>\$119,276</b>	<b>\$300,619</b>	<b>\$231,131</b>	<b>\$221,443</b>	<b>\$142,018</b>
		Interest paid fiscal year	\$10,723	\$10,384	\$19,625	\$14,259	\$12,155
		Current Port	\$29,153	\$67,789	\$73,031	\$79,425	\$58,894
		<b>Bond Rating</b>					

**Debt Covenants:** (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are met.

The college has resources in place to pay debts related to the campus security system and maintenance equipment.

**Line(s) of Credit:** List the institutions line(s) of credit and their uses.

**Future borrowing plans (please describe)**

No future borrowing anticipated at this time

**Please enter any explanatory notes in the box below**

The debt shown above represents the amortization of capital leases on security equipment

**Standard 7.5: Financial Resources**  
**(Supplemental Data)**

FISCAL YEAR ENDS month & day ( 06 / 30 )		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
<b>NET ASSETS</b>						
	Net assets beginning of year	\$11,314,800	\$12,132,204	\$8,438,927	\$8,618,602	\$9,050,116
	Total increase/decrease in net assets	\$817,404	(\$3,693,277)	\$179,675	\$431,514	\$437,554
	Net assets end of year	\$12,132,204	\$8,438,927	\$8,618,602	\$9,050,116	\$9,487,670
<b>FINANCIAL AID</b>						
	Source of funds					
	Unrestricted institutional					
	Federal, state and private grants	\$2,452,978	\$2,021,404	\$1,733,969	\$1,622,704	\$1,757,203
	Restricted funds					
	Total	\$2,452,978	\$2,021,404	\$1,733,969	\$1,622,704	\$1,757,203
	% Discount of tuition and fees					
	% Unrestricted discount					
	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
Please indicate your institution's endowment spending policy:						

Please enter any explanatory notes in the box below

## Standard 7.6: Institutional Resources

### (Information Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY2015)	(FY2016)	(FY2017)	(FY2018)	(FY2019)

#### Total Expenditures

Materials	\$70,400	\$70,451	\$74,585	\$86,826	\$86,826
Salaries & wages (permanent staff)	\$116,537	\$143,913	\$154,151	\$163,389	\$163,389
Salaries & wages (student employees)	\$3,231	\$6,449	\$6,278	\$0	\$0
Other operating expenses	\$25,736	\$21,219	\$5,851	\$8,125	\$8,125

#### Expenditures/FTE student

Materials	\$35	\$34	\$94	\$133	\$133
Salaries & wages (permanent staff)	\$59	\$69	\$194	\$251	\$251
Salaries & wages (student employees)	\$2	\$8	\$9	\$0	\$0
Other operating expenses	\$13	\$10	\$7	\$12	\$12

#### Collections

Percent available physically	9%	8%	4%	3%	2%
Percent available electronically	91%	92%	96%	97%	98%
Number of digital repositories	0	0	0	0	0

#### Personnel (FTE)

Librarians - main campus	1	1	1	1	1
Librarians - branch /other locations					
Other library personnel - main campus	1	1	1	1	1
Other library personnel - branch/other locations					

#### Availability/ attendance

Hours of operation/week main campus	62	62	62	62	62
Hours of operation/week branch/other locations					

#### Consortia/Partnerships

Community College System of NH
University System of NH
NH State Library System
Online Computer Library Center - OCLC

#### URL of most recent library annual report:

See Form 4.5 for data about Information Literacy

**Standard 7.7: Institutional Resources**  
**(Technological Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

**Course management system**

Blackboard/Canvas next year forward FY2019

Number of classes using the system

*	*	*	*	*
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\*- All faculty required to use Blackboard /Canvas

**Bandwidth**

On-campus network

500mbs	500mbs	500mbs	500mbs	500mbs
--------	--------	--------	--------	--------

Off-campus access

commodity internet (Mbps)  
high-performance networks (Mbps)

	54mbs	54mbs	54mbs	54mbs
Wireless protocol(s)	802.11abgn	802.11abgn	802.11abgn	802.11abgn

**Typical classroom technology**

Main campus

Wired and wireless network, computers, printers, flat screen or projector

Branch/other locations

Wireless network at Shaker Village and Campus Apartments

**Software systems and versions**

Students

Windows or Mac, Office 2016, Office 365

Finances

Banner Finance

Human Resources

ADP Timesaver

Advancement

Library

TLC Circulation, EBSCO Databases, Ez Proxy for databases

Website Management

Portfolio Management

Interactive Video

Conferencing

Webex, Skype, Zoom

Digital Object

Management

**Website locations of technology policies/plans**

Integrity and security of data

[CCSNH Data-Integrity and Security](#)

Privacy of individuals

[CCSNH Privacy of Individuals](#)

Appropriate use

[CCSNH Acceptable Use Policy](#)

Disaster and recovery plan

[CCSNH Information Technology](#)

Technology replacement

[CCSNH Information Technology](#)

## Standard 7.8: Institutional Resources (Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)	
Main campus	6	225,384	
Other U.S. locations			
International locations			

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
<b>Revenue (\$000)</b>					
Capital appropriations (public institutions)	\$698,428	\$3,708,487	\$135,354	\$650,000	\$0
Operating budget	\$153,475	\$27,072	\$18,374	\$47,955	\$100,000
Gifts and grants					
Debt	\$0	\$0	\$0	\$0	\$0
Total	\$851,903	\$3,735,559	\$153,728	\$697,955	\$100,000
<b>Expenditures (\$000)</b>					
New Construction	\$520,516	\$3,503,960		\$450,000	
Renovations, maintenance and equipment	\$153,475	\$150,287	\$65,738	\$217,555	\$100,000
Technology					
Total	\$673,991	\$3,654,247	\$65,738	\$667,555	\$100,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom			0
Laboratory			0
Office			0
Study			0
Special			0
General			0
Support			0
Residential		56,384	56,384
Other	165,000	7,776	172,776

### Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Automotive	Automotive repair	20,376.00	\$4,800,000	2015
Health and Science	Sciences	43,968.00	\$6,194,936	2013

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

**Major Renovations, past 10 years (add rows as needed)**

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Turner	Offices and classrooms	78,038.00	2.2 million	2008

**Renovations planned for next 5 years (add rows as needed)**

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Old automotive into culinary	bring culinary to main campus	7,685.00	?	?

Please enter any explanatory notes in the box below

Building costs are for buildings and does not include furniture square footage was located from Laconia tax map and measurement by tape measure. Also renovated classroom into student lounge totaling 1,326 sq. ft. There is 650 sqft of student area at college dorms.

## Standard 8: Educational Effectiveness

### Description

Lakes Region Community College's educational effectiveness as an academic institution reflects its success in fulfilling its mission to prepare students for immediate employment in a professional/technical career, to transfer to a four-year university, or to improve their knowledge and skills through workforce development.

While a review of specific indicators and benchmarks of success is forthcoming in this document, a holistic assessment of these plus others can be found in [Best Community College Rankings](#), which, at the time of this writing, identifies Lakes Region Community College (LRCC) as the top community college in the state of New Hampshire (2017).

The site analyzes U.S. Department of Education data on 63 academic, fiscal, and organizational measures, plus on such factors as faculty profiles, alumni employment prospects, etc. These factors are weighted and placed into a ranking algorithm, then normalized to consider other metrics such as student enrollment figures, faculty/staff metrics, past rankings, etc.

Not only did LRCC rank number one of the seven community colleges in the state, but it ranked number 15 of 103 community colleges in the Northeast region, and 63 of 521 community colleges nationwide. Individual academic programs were recognized at the state, regional and national levels as well. Table 8.1 shows several rankings of note.

**Table 8.1. Best-Community-Colleges.com state, regional and national rankings for selected programs.**

Program	Number Community Colleges Nationwide Offering the Program	State Ranking LRCC	Regional Ranking LRCC	National Ranking LRCC
Fire Sciences	221	1	1	5
Culinary Arts	231	1	6	17
Business Management	483	1	15	60
Accounting	410	1	13	52
Computer	491	1	14	53
Electrical	390	1	6	30
Nursing	481	2	16	65
Early Childhood Education	352	2	6	23

Aside from institutional rankings, a variety of data are gathered and used to assess effectiveness at the institutional, program and course levels. Data include course evaluations, licensure pass rates, job placement, graduate satisfaction, employer satisfaction, Integrated Postsecondary Education System (IPEDS) reporting, and data obtained from the National Student Clearinghouse on transfers to other institutions.

It would not be in keeping with the spirit of the College to miss the opportunity to highlight data of significant and very intimate value to the College community. LRCC places a great deal of value on the individual student. The College measures its success one student at a time, a measure that is often lost in statistical calculation when the true value is best represented in the raw data shown in Table 8.2.

## Standard 8: Educational Effectiveness

**Table 8.2. Number of graduates across the report period by credential type.**

	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Associate</b>	184	190	206	210	165	164	155	184	180
<b>Certificate</b>	12	24	27	35	27	27	39	22	32
<b>Total</b>	196	214	233	245	192	191	194	206	212

In each of these 1,883 graduates lie the driving passion of the entire College community. Each graduate is a point of pride and a highly satisfying measure of success for the College, as well as a success for the student. Each is a beneficiary of the opportunities and lifelong benefits provided by the completion of his/her program.

Other measures of institutional effectiveness can be seen in the College's graduation and retention rates. Tables 8.3 and 8.4 show LRCC student degrees awarded and transfer status within eight years. The IPEDS graduation rate for first-time full-time students has decreased while it has risen for non-first-time students. Part-time student graduation rates dipped in 2016 but stabilized in 2017. It is worth noting the fluctuation in rate for every group but the first-time full-time cohort is highly impacted by the relatively small cohort sizes (mean N = 56).

**Table 8.3. Eight-year graduation rate for first- and non-first time, full- and part-time students by year.**

	2015	2016	2017
<b>First-time full-time</b>	48%	43%	31%
<b>First-time part-time</b>	24%	16%	18%
<b>Non-first-time full-time</b>	40%	57%	60%
<b>Non-first-time part-time</b>	52%	27%	38%

In an effort to evaluate LRCC's retention and graduation rates within the context of other similar colleges, data from a comparison cohort was gathered and is shown in Table 8.4 below. Where fall-to-fall retention rates in IPEDS compare favorably to 137 other two-year, rural public community colleges with similar enrollment, graduation rates at 150% are trending slightly less favorably.

**Table 8.4. Comparison of retention and graduation rates with 137 comparable institutions.**

	LRCC				Comparison Cohort		
	2014	2015	2016		2014	2015	2016
<b>Retention Rates</b>							
Full-time students	62%	60%	58%		56%	57%	58%
Part-time students	48%	40%	44%		38%	41%	41%
<b>Graduation Rates (150%)</b>	27%	28%	28%		27%	30%	32%

The 150% graduation rate data only considers the new, first-time, full-time students and is more recent than the eight-year completion data, as it considers students who entered LRCC in the fall of 2011, 2012, and 2013, which makes it more relevant to this discussion. It shows that recent graduation rates have remained fairly consistent although slightly lower than those of similar schools. Retention rates have decreased slightly; however, they remain somewhat higher than the comparison group.

## Standard 8: Educational Effectiveness

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Several initiatives have been launched and are ongoing in an effort to improve the graduation and retention rates. These initiatives include the pre-registration of all new students, a revised orientation program, a required college success course, as well as participation in [Complete College America's "Fifteen to Finish"](#) Program and co-requisite remediation approaches. Each of these is described below.

The pre-registration initiative was launched with the fall 2016 registration. Incoming full- and part-time students were registered for the required courses prior to attending orientation. Rather than spending time at orientation selecting courses, students were presented with their schedules and had an opportunity to meet with academic advisors and make changes if needed. Along with this pre-registration initiative, all programs created maps to help incoming students see a clear path toward graduation in four semesters.

To improve retention, LRCC revised the orientation program and implemented a college success course required of all students. Task forces comprised of faculty and staff worked on both of these initiatives. A key aspect of the new orientation program requires that new students participate in a workshop demonstrating the use of the student information system (SIS) and Blackboard (then) and Canvas (currently), the learning management system. They also gain access to their student email accounts. Survey data from the orientations has been positive and these results have been used to make improvements in the program for subsequent sessions.

A second initiative to improve retention was the establishment of a one-credit course aimed at giving new students a path to become confident, successful students. The College Essentials course was designed by the task force on college success and adopted by the faculty as a requirement for all degree programs. This course is designed to prepare students more comprehensively for success in their studies so as to achieve their degree or transfer goals. A key component of this course is the requirement that each student meet with their academic advisor to discuss their educational or career goals while also reviewing their course schedules.

While these initiatives were underway, LRCC joined the CCSNH involvement with [Complete College America](#) a national movement focused on improving graduation rates by having clearly designed pathways to degree completion while encouraging adequate credit enrollment and streamlining remediation. Two specific components, "Fifteen to Finish" and Math co-requisite remediation, were launched as part of this program. In support of the "Fifteen to Finish" initiative, CCSNH reduced the minimum credits required to complete the AA, AS, and AAS degree from 64 to 60 during the 2016-17 academic year. Students who complete 15 credits in each of four semesters will finish "on time." This system-wide change encouraged program faculty to review their curriculum and to make modifications that reduce the required credit load. To date, six academic programs have modified their profiles and other programs are expected to make similar changes in order to enable students to earn an Associate degree within the traditional two-year model more easily.

To improve results of math remediation, a co-requisite model is being implemented to enable students to enter and complete degree level work sooner than with the traditional remediation model. Ongoing revisions to the math co-requisite model are currently underway based on the results from the first semester. A co-requisite model for English remediation is being developed and implementation is expected by fall 2019. Early results for all of the initiatives described above have been favorable and are discussed in the Appraisal section of this Standard.

Gathering alumni data is currently a challenge. As an initial step in this important component of assessing the college's educational effectiveness, a [graduate survey](#) aimed at gathering data related to student satisfaction with the educational experience at LRCC and employment has been implemented starting with the class of 2016. Survey results show that the majority of graduates were satisfied with the education received at LRCC. Respondents also felt that LRCC had prepared them for the next phase of their lives. The Nursing Program conducts both a graduate and an alumni survey to gather specific

## Standard 8: Educational Effectiveness

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information about program effectiveness and employment. Nursing graduates from the classes of 2015 and 2016 rated program satisfaction between 4 and 5 on a 5-point Likert scale, with 5 being highly satisfied. The majority of these graduates were employed six to 12 months after licensure. Recently, CCSNH provided employment and transfer data that will be used to provide an additional perspective in assessing alumni success.

The CCSNH transfer data shows that the number of transfers from CCSNH to the University System of NH (USNH) has been rising since 2010. The overall retention rate for LRCC transfer students from fall 2015 to fall 2016 is 75%. The graduation rate for LRCC transfer students from fall 2010 to spring 2016 is 62%. This CCSNH data also indicates that more students transfer before completing the Associate degree, 61%, as compared to 39% that transfer after earning the degree.

Given that a key aspect of the college mission is to prepare students for transfer, LRCC maintains articulation agreements for approximately twenty programs. The college is also part of the [NHTransfer](#) group, which is comprised of representatives from each community college, each USNH four-year institution and several private four-year schools. The mission of NHTransfer is to “provide resources and support for New Hampshire students to map the most seamless, efficient and cost-effective pathway to degree completion.” LRCC’s NHTransfer representatives work with approximately thirty students per year to complete the easy transfer process, which provides a pathway for community college students to the state’s four-year institutions.

In support of improved educational effectiveness, three critical administrative practices have recently undergone changes: the academic program review process, the annual academic plan, and the LRCC strategic plan. The program review process was revised and implemented beginning with the 2016 academic year. This improved process utilizes and analyzes retention, graduation, and alumni data to help with revising curriculum and the budget. Secondly, the administration revised the academic plan in 2016, linking it more closely to the CCSNH plan. The administration also encouraged department chairs to link their academic plans to the CCSNH plan and to provide a systematic review of results at year end. The revised academic plan is used to help with department goals and the budget. A revised strategic planning process was implemented in fall 2017. This plan was completed by the Campus Coordinating Council (CCC) and included input from all members of the college. Tasks directly related to improving educational effectiveness are included in the strategic plan.

Each program is required to maintain a program advisory committee (PAC), comprised of community business leaders and business owners, members of academia, and LRCC faculty and staff. The PAC are to meet at least once per year and provide input into possible curriculum revisions as well as confirming that college programs align with industry standards. Minutes of the PAC meetings are included in the program review process. A [PAC survey](#) was introduced in 2016 and is designed to provide feedback on satisfaction with LRCC graduates that committee members have employed.

All programs contain outcomes and a list of required courses that are designed to enable students to meet those outcomes. All courses list competencies and students are assessed in a variety of ways to prove that they demonstrate proficiency. Several programs require that students pass state or national exams. Examples of licensures and certifications earned by students include: National Council Licensure Exam (NCLEX), Certified Clinical Medical Assistant, Emergency Medical Technician, and Firefighter I. LRCC Nursing students have scored above the national average on the NCLEX, and the most recent graduating class earned a 100% pass rate.

[Course evaluations](#) are completed each term for every course. This process provides an opportunity to gain students’ perspectives on course and instructor effectiveness. Each term these evaluations are summarized and returned to faculty so they may make improvements to courses they offer. The vice

## Standard 8: Educational Effectiveness

president of academic and student affairs, and department chairs review course evaluations each term and consult with faculty if needed.

Many programs require co-curricular learning through industry work either via clinical, practicum or co-op experiences. Through these “real world” involvements, students gain direct experience in their field of study while gaining feedback through LRCC faculty, community partners, and potential employers. Each of these learning experiences includes rubrics used by faculty and supervisors to assess student performance on critical competencies. [Sample assessment tools](#) for these experiences are available in the Document Workroom.

Another component of the mission is to help students improve skills and knowledge as well as to address the needs of business, industry, and the community. LRCC has several short-term training programs that address this charge, including Medical Assisting, Electrical-Energy, and Advanced Manufacturing. The Medical Assisting Program was developed in cooperation with Lakes Region General Hospital so as to provide employment opportunities and to fulfill a need within the healthcare industry. The first session was conducted this year with seven students, all of whom passed the Certified Clinical Medical Assistant exam.

The Community College Survey of Student Engagement (CCSSE), a national survey designed to help institutions identify their strengths and areas for improvement on effective educational practices, was administered in spring 2017. Based upon the results, a taskforce will make recommendations regarding changes in LRCC’s educational practices to address the identified areas of weakness.

### Appraisal

Improved efforts to gather and review data has contributed to the administration’s ability to assess educational effectiveness. The college is evolving into a data gathering institution and is consistently making more decisions based on this data. At this time, the most use of the data occurs at the institution and course level. The largest area for improvement lies in assessing student performance in relation to specific program outcomes.

At the institutional level, the graduation and retention data has driven the most recent changes in educational practices: a revised orientation program, pre-registration, College Essentials, Fifteen to Finish and Math/English co-requisites. Early results of these strategies show an increase in the retention rate, an increase in the number of credits taken by both full and part-time students, and improved grade point averages.

**Table 8.5 Retention Rates**

Semesters	Overall Retention Rate	Full-time Associate Degree CTE Students
Fall 2015 to Spring 2016	71%	73%
Fall 2016 to Spring 2017	78%	83%

**Table 8.6 Credits Attempted by Full-Time Students**

Term	Credits
Fall 2015	13.90
Spring 2016	11.90
Fall 2016	15.30
Spring 2017	13.63

## Standard 8: Educational Effectiveness

**Table 8.7 Credits Attempted by Part-time Students**

Term	Credits
Fall 2016	6.45
Spring 2017	8.90
Fall 2017	10.50

**Table 8.8 Average GPA for Full Time Students**

Cohort	GPA
Beginning Fall 2015	2.41
Beginning Fall 2016	2.655
Fall 2016 Cohort in the Spring	2.651

The Alumni/Graduate survey conducted each spring shows favorable results with regard to student satisfaction with their education. Most encouraging is the report that 52% of 2017 graduates have gained employment within their chosen field prior to graduation. The New Hampshire Employment Security [NHES](#) data provided by the system office is also indicative of strong employment success with regard to LRCC graduates. Many programs possess anecdotal evidence of specific graduates' successes and some are documented in the program reviews. The ASEP program enjoys a 100% employment rate for their graduates based on dealer sponsorships and the co-op design of the program. The Nursing Program conducts both an End-of-Program and a Graduate Nurse (alumni) survey. This program's approach to gathering and documenting graduate and alumni data is a model that can be used as a best practice that other programs can implement. The Nursing and LNA programs are exemplary in using licensing exam pass rates to assess program effectiveness. Table 8.9 shows that the LRCC NCLEX-RN first-time test-taker pass rate has exceeded both state and national averages for the past three years. The nursing program continues to perform exceptionally well on the NCLEX-RN, as 100% of the class of 2018 also recently passed the exam.

**Table 8.9 Annual NCLEX-RN first-time pass rates for the past three years**

Group First time Pass Rate	2015	2016	2017
LRCC	93.33%	93.75%	100%
New Hampshire	87.02%	87.44%	90.85%
National	84.53%	85.26%	87.12%

The improved program review process is an important step in examining all programs on a regular basis with an emphasis on improving data collection and review. Documenting program outcomes assessment is an area in need of improvement in future program reviews. The academic departments have completed work with regard to documenting how core competencies are assessed in each course. This work needs to be continued and tied to program outcomes that include assessing the key components of the definition of an educated person. Another area for improvement is to gather data more consistently from the Program Advisory Committees as part of the program review process. A survey has been developed and needs to be utilized on an ongoing basis so that all programs are gathering and incorporating feedback.

The co-requisite [Math initiative](#) is enabling more students to complete degree-credit Math courses by the end of the first year. Early data indicates higher completion rates with regard to remediation while the success rates in credit-bearing courses have remained strong. Results from spring 2017 showed the percentage of students moving from remediation to degree-credit work rose from 30% in the traditional

## Standard 8: Educational Effectiveness

model to 50% using the co-requisite approach. More data and its analysis are necessary to track student success from remediation through degree completion. A co-requisite English model has been designed, approved by the curriculum committee, and is scheduled for implementation by fall 2019. Results of both of these efforts are ongoing and will be improved as needed.

LRCC students enjoy an 86% acceptance rate to USNH schools, and students who transfer to Plymouth State University (PSU) or Granite State College (GSC), the two primary institutions receiving LRCC students, are quite well prepared to succeed there, as evidenced by the high retention (Table 8.10) and graduation rates (Table 8.11).

**Table 8.10 Retention rates by institution for LRCC students who transfer to USNH schools**

Fall to Fall	Univ. of New Hampshire Durham, NH (UNH)	Univ. of New Hampshire Manchester, NH (UNHM)	Plymouth State University (PSU)	Keene State College (KSC)	Granite State College (GSC)
Fall 16 – Fall 17	100%	–	71%	100%	71%
Fall 15 – Fall 16	100%	0%	82%	0%	69%
Fall 14 – Fall 15	50%	100%	96%	0%	74%
Fall 13 – Fall 14	80%	–	53%	100%	76%
Fall 12 – Fall 13	67%	–	77%	33%	50%
Fall 11 – Fall 12	67%	–	77%	33%	73%
Fall 10 – Fall 11	0%	–	93%	100%	100%

**Table 8.11 Six-Year Graduation Rate of LRCC Transfer Students at USNH\***

	UNH	UNHM	PSU	KSC	GSC	CCSNH Total
LRCC	0%	—	71%	100%	50%	<b>62%</b>

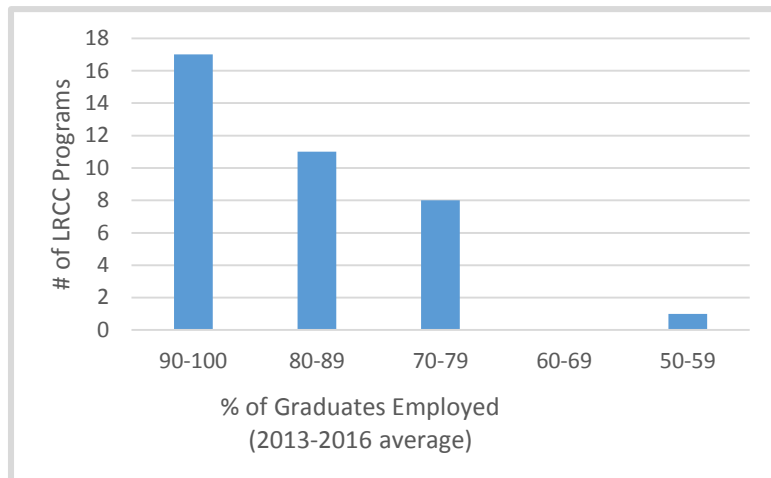
\*Fall 2010 cohort graduated with a bachelor's degree by August 31, 2016

While the transfer data is strong, improvements can be made in assisting students with transfer to four-year schools. Current articulation agreements need review. Some are outdated and should be renewed or eliminated. Participation in the [NHTransfer](#) group has proven effective. It has enabled advisors and counselors to connect with their counterparts from four-year schools, and to assist students with a streamlined transfer process to many of these schools. Communication with students about articulation agreements and the easy transfer process can be improved. In addition, data collection should also be improved to gain more detailed information with regard to transfer.

Alumni and employment data also shows positive results. Survey results from the class of 2016 showed that 96% of graduates were extremely satisfied or somewhat satisfied with the education they received at LRCC and 90% responded either 'absolutely' or 'for the most part' when asked whether LRCC prepared them for the next phase of their lives. A survey from the class of 2017 showed that 52.25% of graduates had found employment in their chosen field before graduation, and 39.64% had solid plans to continue their education. NHES employment data taken from the CCSNH [Post-Completion Landscape presentation](#) shows that one year after graduation, 85% of the class of 2016 are employed in N.H. with an average starting salary of \$31,888. The four-year average (2013-2016) shows that 82% are employed in N.H. with a starting salary of \$30,132. Employment rates (four-year average 2013-2016) by program (Table 8.12) indicate that 17 of LRCC programs confirm that more than 90% of their graduates are employed.

## Standard 8: Educational Effectiveness

**Table 8.12** Percent of LRCC program graduates employed in NH one year after graduation



[Nursing graduates](#) from the class of 2015 rated program satisfaction at 4.1 on a 5-point Likert scale, where 5 signified “highly satisfied.” They reported an 83% employment rate six to 12 months after licensure. Graduates of the class of 2016 rated program satisfaction at 4.4 on a 5-point Likert scale. These graduates enjoyed a 100% employment rate six to twelve months after licensure. Anecdotally, the class of 2017 are also all employed six to 12 months after licensure.

The individual course evaluation process is used effectively to help faculty improve course design and delivery. The process is a time-consuming administrative task to compile, which can lead to delays in reporting feedback in a timely manner. This process should be reviewed to identify specific actions that can be taken to shorten the time it takes for faculty to receive the results. Currently, the course evaluations for the online courses are not reported to faculty. As the campus moves to the new learning management system, this process should be evaluated and a mechanism to deliver the results to faculty and administration should be installed.

The implementation of the strategic plan supports ongoing data collection related to graduation and retention, student and graduate satisfaction, job placement, employer satisfaction and student transfer to four-year institutions. An assessment of this data provides evidence of educational effectiveness and identifies areas that need improvement. Decisions can then be made regarding changes that will enhance educational effectiveness.

### Projection

The [strategic plan](#) is the vehicle through which the process of assessment will be fully implemented. . Addressing goals within the strategic plan that are specific to ensuring educational effectiveness will fully identify how well students are meeting outcomes while engaging in academic activities and if they are successful graduates of LRCC.

Strategies are being implemented to improve student enrollment and retention. Regular review of IPEDS data such as that shown on Data First Form 8.1 provides evidence that will drive strategies to maintain and/or improve curricula, which in turn will improve both full-time and part-time student retention.

The creation of a student advising center will help streamline the transfer process. It is charged with providing a clear and seamless transfer process for students who wish to transfer to a four-year institution.

## Standard 8: Educational Effectiveness

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In support of student transfer opportunities, an updated matrix of articulation agreements will be completed by May 2019.

Helping students to establish concrete goals will motivate them to explore their interests in further education and job opportunities. To that end, CCSNH has purchased an advising tool called [Navigate](#). This tool will assist students in achieving their goals and completing their program efficiently. It will be implemented in FY19. Navigate will use guided onboarding and smart academic planning to facilitate more effective communication between students and advisors with regard to different options along the student's path to a degree.

Building partnerships through the employment of LRCC alumni reflects an achievement in academic and employment goals. An office of alumni affairs will be established by May 2021 and it will be tasked with developing and administering a survey to LRCC alumni and their employers. Feedback will provide evidence that reflects the effectiveness of academic and technical programs as well as the need for changes that would better serve the needs of students and the community.

Enhancing the quality of academic programs through [program review](#) is the mainstay of assessing educational effectiveness at LRCC. While the program review process was implemented during the 2016-2017 academic year, the process needs to be expanded so all aspects of assessment can be incorporated into each program's review process. Program outcomes have been identified for each program and they will be made available to the public when published in the next college catalog. Regular evaluation of course competencies that have been derived from the program outcomes will be completed within each program. The achievement or lack of achievement with regard to course competencies will identify areas that need to be revised to guarantee improved student learning and success after graduation. Proposed revisions based on the evidence gleaned from program reviews will be evaluated and approved by program advisory committees and finally the curriculum committee. This process assures thorough review and validates the necessity for any program changes. A written report of this comprehensive review will be prepared by the vice president of academic and student affairs by May 2019.

While the majority of programs at LRCC consult with advisory committees, a few need to re-establish these groups. The programs in need of advisory boards have been identified and those department chairs have been tasked with forming those committees before the end of the academic year.

The office of workforce development continually evaluates the need for short-term training programs to aid the community. The office is currently exploring the need for a course in phlebotomy. One of the goals of the strategic plan is to increase workforce development offerings by fifteen percent each year.

Student success within academia and the community will be illustrated by an increasing number of transfers to four-year institutions, employment, and civic engagement. Data related to these measures will be gathered using graduate surveys, employer surveys, student success stories and an evaluation of IPEDS data. Ultimately, these results will be used to support LRCC in achieving its mission to help students meet personal goals by providing opportunities for active learning and personal attention, and to support the community

**Standard 8.1: Educational Effectiveness**  
**(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018)
<b>IPEDS <u>Retention</u> Data</b>					
Associate degree students (Full-Time)	62%	60%	58%	60%	60%
Associate degree students (Part-Time)	48%	40%	44%	30%	30%
Bachelors degree students					
<b>IPEDS <u>Graduation</u> Data (150% of time)</b>					
Associate degree students	27%	28%	28%	29%	29%
Bachelors degree students					
<b>IPEDS <u>Outcomes Measures</u> Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years		48%	43%	30%	30%
Awarded a degree within eight years		48%	43%	31%	31%
Not awarded within eight years but still enrolled		0%	0%	2%	2%
<b>First-time, part-time students</b>					
Awarded a degree within six years		24%	16%	16%	16%
Awarded a degree within eight years		24%	16%	18%	18%
Not awarded within eight years but still enrolled		2%	2%	4%	4%
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years		40%	53%	58%	58%
Awarded a degree within eight years		40%	57%	60%	60%
Not awarded within eight years but still enrolled		0%	3%	2%	2%
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years		50%	27%	36%	36%
Awarded a degree within eight years		52%	27%	38%	38%
Not awarded within eight years but still enrolled		0%	0%	3%	3%
<b>Other Undergraduate Retention/Persistence Rates</b> (Add definitions/methodology in #1 below)					
<b>Other Undergraduate Graduation Rates (Add</b> definitions/methodology in # 2 below)					
<b>Definition and Methodology Explanations</b>					
IPEDS did not report Outcome Measures for FY2014. Calculated FY2017 outcome measures in October 2017. IPEDS reports this data in Spring 2018 for FY 2017.					

**Standard 8.2: Educational Effectiveness**  
**(Student Success and Progress Rates and Other Measures of Student Success)**

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	8 years ago	6 years ago
<b>First-time, Full-time Students</b>				
Degree from original institution			43%	43%
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution			23%	
Not graduated, never transferred, no longer enrolled				
<b>First-time, Part-time Students</b>				
Degree from original institution			16%	16%
Not graduated, still enrolled at original institution			2%	
Degree from a different institution				
Transferred to a different institution			35%	
Not graduated, never transferred, no longer enrolled				
<b>Non-first-time, Full-time Students</b>				
Degree from original institution			57%	53%
Not graduated, still enrolled at original institution			3%	
Degree from a different institution				
Transferred to a different institution			26%	
Not graduated, never transferred, no longer enrolled				
<b>Non-first-time, Part-time Students</b>				
Degree from original institution			27%	27%
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution			30%	
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2 )	(FY2 )	(FY 2 )	(FY 2 )	(FY 2 )
Success of students pursuing higher degrees (definitions/methodology in #1 below)					
1					
2					
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1					
2					
Definition and Methodology Explanations					
1					

**Standard 8.3: Educational Effectiveness**  
**(Licensure Passage and Job Placement Rates and**  
**Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2014 )	(FY 2015 )	(FY 2016 )	(FY 2017 )

	State Licensure Examination Passage Rates								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	N/A								
2									
3									

	National Licensure Passage Rates								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX First Attempt	26	20	15	14	16	15	11	11
2	NCLEX Second Attempt	6	6	1	1	1	1	N/A	
3									
4									
5									

Job Placement Rates										
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Nursing 6-12 months post-graduation		26	25	15	15	16	16	11	11
2										
3										
4										
5										

\* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

**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	Current Year	Next Year Forward (goal)
	(FY 2 )	(FY2 )	(FY2...)	(FY 2 )	(FY 2 )

Completion Rates					
1					
2					

Placement Rates					
1					
2					

## Standard 9: Integrity, Transparency, and Public Disclosure

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### Description

The mission of Lakes Region Community College is to serve all students, emphasizing active learning and personal attention in order to prepare students to meet their personal and professional goals as well as the needs of business, industry, and the community. The policies and practices of the College described in this chapter give evidence to its claim of presenting information about the institution and interacting with its students and the public with integrity and transparency, including adequate, timely, accurate and appropriate public disclosure.

#### Integrity

The College fosters a connection with the community through educational, social, and cultural activities, consistent with the institution's core values listed below, which are found in the [Faculty/Staff Handbook](#)

- Lifelong Learning
- Quality
- Public Service
- Diversity
- Honesty, Integrity, and Mutual Respect
- Leadership
- Adaptability
- Public Trust

The College's commitment to these values is evident in the pedagogical approach, fostered and reinforced within the faculty whereby they are encouraged to emphasize active learning and personal attention to students to foster a high-quality education. Students are exposed to various methods of instruction such as lecture, performance-based and student-directed study in which educators and learners are encouraged to work together to maximize individual potential. All methods are structured within a competency framework arranged around core criteria: knowledge, skills, and attitude. A process of periodic evaluation of instructors, courses, and program outcomes by the administration ensures that these obligations are met. Additionally, students are given the opportunity in every course to evaluate the course itself and its instructor. These forms, as well as other evaluative forms given to students during the orientation process, provide students with the opportunity to voice any concerns they may have. Grievance procedures for students are clearly outlined in the Student Rights – Grievance Procedures section of the [Student Handbook](#). Any student with a grievance is encouraged to meet with the person who has allegedly violated his/her rights first; however, if the issue cannot be resolved informally in this manner, then a formal process begins. For grievances specifically related to Grade Change/Grade Appeals, the procedure to be followed is specified under the heading "Appeal of a Grade" in Academic Policies/Procedures, which are found in the Student Handbook, as well as the [College Catalog](#). Non-instructional matters that are not resolved by the VPASA are then forwarded to the Judicial Committee. In the case of grade appeals, the decision of the VPASA is final.

The College defines academic honesty as "original thinking and honesty central to a college education and the college environment." Appropriate conduct is described with regard to mutual respect, integrity, and reason. Within the student handbook, examples of recognized acts of academic dishonesty insure that students fully understand this definition and the implications that could result from an infraction. To avoid issues of academic dishonesty, faculty are encouraged to take a proactive approach by focusing on the integration of techniques and strategies into course curriculum and acquiring the knowledge to recognize the signs of suspected instances. The College has potential plagiarism detection software, "Turn-it-in," available for instructor use in Canvas. The Plagiarism/Cheating Policy is posted in Canvas

## Standard 9: Integrity, Transparency, and Public Disclosure

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for every course, along with other Classroom Policies: Attendance, Classroom Etiquette, Forwarding College Email, Laptop Computers, Grade Reporting, and Texting and Cell phones.

Nondiscrimination policies, found in the student and faculty/staff handbooks, provide the requirements and examples of fairness for students and staff. These documents provide detailed outlines clarifying interaction that constitute fairness within the college community and also the grievance procedure for infractions of these policies. LRCC's Affirmative Action policy and nondiscrimination practices in all areas are governed by CCSNH policies, which are posted both on the college and on the system websites.

The Academic Policies and Procedures section found in both the student handbook and the College Catalog ensures the protection of all academic and personal documentation of student records. The College is specific in its definition of private documents, as well as the procedure relating to their accessibility, which also states that only the President, Vice President, and Registrar of the College have unrestricted access to these materials.

Regarding academic freedom, the Board of Trustees (BOT) has endorsed the statement put forth by the American Association of University Professors, the Association of American Colleges, the Association for Higher Education, and the National Education Association:

1. "The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution."
2. "The teacher is entitled to freedom in the classroom in discussing his/her subject but should be careful not to introduce into his/her teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment."
3. "The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When the teacher speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the teacher's special position in the community imposes special obligations. As a person of learning and an educational officer, the teacher should remember that the public may judge the teaching profession and the institution by his/her utterances. Hence, the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesman."
4. [Code of Ethics for Education Profession](#) of the National Education Association (NEA)

For faculty and staff, intellectual property rights are defined, and ownership details are given in each of the separate Collective Bargaining Agreements (CBA) described in Standard 6, and which include technology, inventions, and discoveries, as well as scholarly works and course materials. CCSNH also outlines the rights and expectations of professional and ethical behavior by each member of the college system with regard to social media. Faculty and staff grievances are handled through the bargaining units if the matter cannot be resolved on campus. As with students, faculty and staff are encouraged first to try to resolve the issue without intervention. If necessary, the VPASA will assist in the resolution. If the matter cannot be resolved locally, the bargaining units are available. The process for filing a grievance with the appropriate bargaining unit is clearly detailed on the respective websites.

The College sponsors a number of clubs and organizations. Each of these are assigned an advisor/supervisor, as required by the BOT. Any group wishing to sponsor an activity must follow the procedure outlined in the student handbook and receive appropriate approval. Faculty and staff volunteer to advise and supervise these activities and clubs, further reinforcing the core value of educating the

## Standard 9: Integrity, Transparency, and Public Disclosure

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whole person both in and outside of the classroom. The college believes that student activities foster individual growth and an increase in a student's ability to adapt to new circumstances and experiences.

### Transparency

LRCC strives to publish information in a timely, accessible and sufficient manner that allows students, prospective students, faculty and staff, and the general public to make informed decisions about their education and the institution. The college is responsive to informational requests related to a number of aspects and provides notices to the general public of all audits, disclosures, and the like. LRCC is transparent by consistently sharing information in both print and digital communications, and it assures the availability of all archived documents.

There are multiple mediums that can be used to access information about LRCC, such as the website and social media sources like Facebook. While printed copies of all documents and policies can be made available as needed, there has been an emphasis on digitizing these materials to guarantee that all stakeholders have easy access through the website, and so that materials can be updated in a timely manner.

The College [website](#) serves as a major access portal for all LRCC constituencies, fostering informed decisions about the institution and the education it offers. Specifically, the academics page speaks to LRCC's learning philosophy, academic requirements, and program and course offerings. Each academic page outlines the learning outcomes and objectives, as well as how students will prepare for the workforce. The admissions page includes the six-step application and enrollment process, providing potential students with the documents necessary to complete the process. This page also includes information pertaining to estimated costs per degree and a link to the CCSNH, 2018 financial aid handbook. LRCC also offers a student life page, which complements the educational experience by providing information about campus resources and activities, as well as student housing.

The website also provides stakeholders with access to the student handbook, the faculty handbook, and the college catalog. These documents are provided in an easily downloadable form (portable document format/pdf) and include information pertaining to admissions, employment, grading, assessment, student discipline, and the grievance/appeals process.

The "[About LRCC](#)" section of the website lists the mission and vision of the College, information about its accreditation status, the six goals of the current Strategic Plan and a link to the entire plan, names of the members of the College Advisory Board and their contact information, the College Profile (campus and student body) and the Notice of Non-Discrimination, and a brief history of the institution. It also includes links to campus news and announcements. Additionally, information relating to employment with LRCC or CCSNH can be found on the website, through various job-sourcing sites, and local publications. The website allows prospective employees to filter jobs through each community college in the system, giving them the opportunity to search for a specific college, or position.

### Public Disclosure

LRCC's website houses all pertinent information regarding the college catalog, the student handbook, the faculty handbook, and access to the CCSNH website.

The College Catalog is a student-oriented presentation of a wide variety of information. The first section focuses on the mission, requirements, policies, and procedures, as they relate to admissions, tuition and fees, and the total cost of a student's activities, student conduct, student rights, and articulation agreements. The second section includes descriptions of programs, requirements, outcomes, profiles for associate degrees and certificates, and course descriptions. The catalog also includes a listing of the

## Standard 9: Integrity, Transparency, and Public Disclosure

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members of the CCSNH BOT, the Chancellor and the Vice chancellor, and a directory of all college personnel, which indicates department or support services affiliation.

The student handbook, updated annually, can be located on the website under student resources. Like the college catalog, the handbook includes the mission statement, academic information and student information relating to services, activities, and safety and security policies. In addition, it includes information on the sexual harassment policy, on community services and resources, and the rights of students.

Information on the academic and support services available through the Teaching, Learning, and Career Center (TLCC) and the Bennett Library is posted in the student handbook, the college catalog, and online. Handouts, brochures, newsletters, and bulletin boards advertise the study skills workshops, tutoring, and disabilities services available through the TLCC. Additionally, sessions for new students and faculty, as well as an on-demand classroom presentation, orient participants to the information and research resources and support services available through the Bennett Library. While the college relies on the website for the distribution of much of its information, it also uses more traditional and direct ways of communicating information to students. Student senate sponsored events, honor society activities, Bennett Library club events, the C.A.R.E. Society community initiatives, and other activities of interest for students are listed on the events calendar section of the website, but notices are posted in all buildings, and in the student apartments as well.

In an effort to promote LRCC in the community, local media outlets are willing to publish information concerning upcoming events. News and advertising materials continually recognize the achievements of students, graduates, and faculty. President's and vice president's lists are published each semester, and Phi Theta Kappa International Honor Society membership is published in local newspapers such as the Laconia Daily Sun, and are made available on the website. College advertising campaigns run on radio and in newspapers prior to fall and spring semesters, and television exposure locally and state-wide supports LRCC's advertising strategy.

The College participates in community events as a way to promote its presence in the Lakes Region. It takes part in the Multicultural Market Days held in Laconia, Old Home Days in Gilford and Belmont, the Chamber of Commerce Business Expo, and the Women's Expo in Laconia with booths promoting various college programs. Other venues have offered opportunities for promoting specific programs. For example, automotive instructors attend auto fairs and events and graphics instructors attend recruiting activities and fairs. LRCC also has represented CCSNH at certain concerts at the Meadowbrook Bank of New Hampshire Pavilion.

In October 2017, the College hosted the 50<sup>th</sup> Anniversary Fall Festival. Members of the community enjoyed car exhibits, tours of the buildings, refreshments and had the opportunity to gather with alumni. Local food vendors provided various culinary offerings, and participants enjoyed lawn games and climbed the rock wall brought in for the event. Local talent performed a magic show while others drew caricatures of attendees.

High school visitations raise awareness of the College and programs among potential students. Each year the admissions staff undertake a comprehensive visitation schedule aimed at providing local high schools with updated materials. The College also participates in regional college fair programs, which serve as a forum for high school students and their parents where they may obtain information about LRCC. Additionally, presentations relating to programs such as Culinary Arts and Automotive Technology are presented at high schools with similar programs. These contact points establish connections within the local community and foster relationships with potential students. In each of these outreach efforts, the View Book, the primary marketing information brochure, and the course catalog are available. The Running Start Program provides students in high school with the opportunity to earn college credit

## Standard 9: Integrity, Transparency, and Public Disclosure

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through approved high school coursework. A Running Start coordinator and various faculty serve as contact points and partners with local high schools to assure that the integrity of the courses is upheld, but also to provide the opportunity to mentor and build connections within the community.

To strengthen communication within the LRCC community, “LRCC Alerts” serves as the College’s emergency notification system. It delivers rapid and reliable mass communication with students, faculty, and staff. The LRCC Alerts system is designed to communicate with cell phones (text and voice messages), landlines, and email systems should a weather closure/delay, emergency situation, or crisis occur on the campus. Students, faculty, and staff can register via the Student Information System (SIS) to receive notification from LRCC regarding emergency situations or weather-related cancellations. Students have the option to list additional contacts, such as a family member, for college-wide emergencies and closings.

The policy/philosophy at LRCC is that no person should ever experience discrimination of any kind from any source while at the college. [CCSNH - System Policies](#) provide the authority and ability to uphold this philosophy. Mandatory annual sexual harassment training sessions are attended by faculty and staff, and the procedure for filing a grievance for sexual harassment is listed in the faculty/staff handbook.

The College has identified a specific contact person to handle sexual harassment issues, following Title IX regulations. The LRCC equity committee was created to provide a process for evaluating matters of discrimination for protected classes and for recommending corrective actions for cases it adjudicates. The committee is comprised of a random cross-section of the LRCC community, so as to provide diversity and depth of life experience. Incidents of discrimination on the campus are very rare, and the committee has not had a need to meet for the past several years.

The College has identified a specific contact person to handle sexual harassment issues, following Title IX regulations. The LRCC equity committee was created to provide a process for evaluating matters of discrimination for protected classes and for recommending corrective actions for cases it adjudicates. The committee is comprised of a random cross-section of the LRCC community, so as to provide diversity and depth of life experience. Incidents of discrimination on the campus are very rare, and the committee has not had a need to meet for the past several years.

### Appraisal

For many stakeholders, the college website is the main source of information about LRCC, and its content and usability are important in successfully meeting several of the criteria in Standard 9. The College website contains a wealth of information, ranging from the college catalog and various handbooks to policy information. This reflects the College’s commitment to students to supply information on academics including admission policies and procedures, degree options and course descriptions, associated costs, transfer options, housing options, student organizations, and student life. Employment statistics, options, partnerships, and internships can be found on many of the individual program pages. However, the site is sometimes difficult to navigate and is cluttered by accumulating information. In spite of ongoing efforts to maintain accurate and current information that is updated in a timely manner, LRCC occasionally falls short in this area. A common complaint has been that, while the information one seeks may very well be present *somewhere* on the website, it is not always easily located. Occasionally, there is still outdated information found, or a hyperlink that is no longer operable. Although progress has been made to identify and correct identified problem areas, there is still considerable room for improvement.

One of the challenges in maintaining the website has been that, in order to ensure the financial sustainability of the college, LRCC has restructured some internal positions and reassessed full- and part-time faculty and staff roles. Currently, the College does not staff a full-time information officer,

## Standard 9: Integrity, Transparency, and Public Disclosure

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marketing director, or a webmaster. Instead, these roles are now shared among multiple staff in addition to their other duties.

The College is actively seeking a dedicated part-time marketing assistant who will have various tasks related to public disclosure, such as press releases and social media updates. More importantly, the position will oversee the college website, which includes keeping information current and updated, and also includes redesigning the site. This should reinforce ease of access to information and improved navigation to resources. However, until this position is filled, some of the needed updates to the website remain undone, awaiting correction of outdated or incorrect information.

In addition to the messaging currently promoted through the website and social media, until recently the College distributed print copies of course schedules throughout the region. Direct mailings were sent to all Lakes Region households and select central New Hampshire residents. These publications included all course offerings for the upcoming term, including those available online and as hybrid offerings. LRCC determined that this was an expensive, yet not very effective, means of advertising its programs and offerings. The decision was made to cease printing the course schedules, and keep them accessible only through the website. That not only saves printing and mailing costs, it also helps ensure that the web published course schedules always have the most up-to-date information readily available.

LRCC has experienced a recent series of changes in leadership that have been described in Standard 3 of this narrative. In recent months there has also been a shift and/or redistribution of roles and positions among faculty and staff. Because of the institution's strong commitment to transparency, these transitions have ultimately been successfully achieved. Both LRCC and the CCSNH recognized that in the previous search process for president of the college, which took place several years ago, some employees expressed a perceived lack of transparency. There was also a desire of the LRCC faculty and staff to see an increase in the current level of transparency in communication between the college leadership and the rest of the College. Those experiences led to a redoubling of efforts by the remaining college leadership (specifically the VPASA and the then interim President) to promote a culture of transparency. They began to hold monthly "All-Campus" meetings, not only for the purpose of information sharing, but also to encourage and provide an opportunity for dialogue.

Past experience also served to help shape the positive changes that were made in the most recent presidential search. Changes were made in the composition of the search committee, which was co-chaired by CCSNH BOT members, directed by an outside organization, and made up of faculty, staff, and stakeholders in the community. As soon as the college community was made aware of the then-president's upcoming departure from the college, there was a deliberate attempt by the system and the college to involve the LRCC community throughout the process, thus promoting a smoother transition. LRCC faculty and staff were invited to provide input regarding the top priorities for the college, and to describe the type of President that they felt would best serve the institution. An initial open discussion was led in the Academic Commons by the CCSNH Chancellor on May 4, 2017, even before the president had left. All faculty and staff were invited and encouraged to attend. After that, in the interest of integrity and transparency, several "Check-In" sessions were held at intervals throughout the search process. When the field had been narrowed to two final candidates, faculty and staff were invited to attend meetings with the candidates where they could ask questions. Following those sessions, an online survey was sent out for one more opportunity to make comments and input prior to the final decision being made.

The core value of public service is integral to LRCC's identity, and also provides an effective means of engaging in some aspects of public disclosure. The campus hosts a series of annual meetings for businesses and other members of the community. These events serve the institution well in establishing a presence and a positive impact, and are also intended to encourage public service by the student body.

## Standard 9: Integrity, Transparency, and Public Disclosure

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However, despite strong efforts to continue fostering these resources, student engagement in the community remains minimal.

Students are provided with opportunities to evaluate the courses they take by completing a printed course evaluation during the last two weeks of the semester. These documents provide insight into how the course is taught and managed; however, these capture only the in-person experience. Input from online courses is lacking as faculty are not provided with the online evaluations. Additionally, faculty engagement with surveys and other forms of input has been limited when a response has been requested, resulting in low feedback numbers. While the medium suggests that availability and access to data should be easily accessible, the number of responses have been historically low. Consequently, any input has been limited to that given by only a selection of faculty and staff and does not provide for a broad range of data collected from all participants.

As one of seven campuses within CCSNH, LRCC must negotiate a fine balance between the individual interests of the institution and adhering to the standards held by the system. Numerous efforts have been made to assure that programs and policies are congruent. In particular, the Liberal Arts Department has worked diligently on the system level, through collaborations within the Math departments, to provide for the seamless transfer of courses. The Humanities Collaborative, a network of different colleges working with UNH, continues to provide course equivalencies and articulation agreements so as to make transferring credits easier for students wishing to continue on to a four-year degree. Departments from the various campuses meet several times a year to coordinate internal efforts within their programs and to collaborate on various issues that may arise. These efforts are further enhanced by the common use of Banner, allowing each college to gain access to student and course information. This shared information has improved efficiency but continues to present obstacles with regard to CRN designations and any changes to courses made on an individual campus.

Other initiatives such as Running Start have broadened the College's ability to capture student interest at the high school level, providing these students with the opportunity to complete college course work at their local schools. A key component of the program's success rests on having a college faculty member mentor a high school teacher to assure the course meets LRCC criteria. The number of various programs active in high schools have led to some adjunct faculty being asked to mentor with these partners. While adjunct faculty are able to produce their own courses with high standards, it remains questionable how informed they might be about developments in programs at the college and any changes that may occur that create a need for modification in the Running Start course. The college's Running Start coordinator works diligently to maintain current relationships in the community and to organize and implement these partnerships; however, any developments within the college departments and other possible initiatives are not always easily accessible.

CCSNH completed the transition to Canvas, its new learning management system (LMS) in June 2018. Canvas offers faculty and students many advantages and features over the previous system, including greater ease of managing courses and communication between faculty and students. Originally intended to be piloted by a few faculty in the spring 2018 semester, overwhelming demand led to opening the system up to be used by all instructors, if they wished. In preparation for the changeover to Canvas, mandatory training sessions were provided for all faculty, and online Canvas tutorials were also made available. However, during the transition period in the spring 2018 semester, some students were required to navigate two systems with their course load; since they may have had some courses in Canvas, while other courses remained in Blackboard. Overall, the feedback about the new LMS has been overwhelmingly positive. Many faculty have used the change as an opportunity to overhaul their established courses and to experiment with the implementation of new forms of learning such as online collaboration, the creation of videos, peer-review and discussion boards, and video conferencing. Students have found the information easier to navigate and have been able to use the calendar to plan assignments

## Standard 9: Integrity, Transparency, and Public Disclosure

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more efficiently. While there have been minor glitches with enabling Rich-Text Formatting and installing Flash software, these have been isolated cases handled by the faculty, library services, and the IT department.

A detailed online orientation to Canvas was developed by individuals from both the system and each of the colleges. These modules are available on the Canvas site and cover a wide array of information relating to the planning, implementing, and monitoring of courses. Additionally, LRCC developed and delivered its own Canvas training session, available to full-time faculty as well as adjuncts, so that the majority would have completed the training before June. These training sessions have been focused primarily on the immediate needs of faculty to meet the expectations for its use: the posting of the syllabus, instructor contact information, and the use of the electronic gradebook. Faculty training will continue as expectations for the use of Canvas continue to grow, with the goal of reducing the college's paper footprint.

A challenge for any college is the dissemination of information to members of the community. In particular, with the quickly changing pace of digital communications, it is important to continuously adjust strategies to capture appropriate demographics. Traditionally, LRCC has made use of radio and television spots, as well as commercial ads through various embedded online services. The institution also uses social media such as Facebook as a method of sharing information such as updates, calendar events, open houses, etc. These efforts have served the college well but have been somewhat limited. LRCC has created the position of Director of Enrollment Management and Onboarding (DEMO) to respond to the needs of the campus more effectively. Recently filled, the director's role will be to examine how LRCC collects data concerning potential and current enrollment trends and to make appropriate adjustments. Part of this process will also require the director to examine the college's online presence and to make adjustments to improve the ease with which all concerned can access all information specific to the campus.

An important goal for the College relates to its presence and standing in the community. There are many programs and other initiatives in place designed to sustain existing partnerships. Many faculty are members of advisory committees, which bring together people from the community to help inform and shape current programs. To improve these partnerships, the CLT has requested that faculty and staff act as ambassadors for the college, encouraging them to join boards and other committees within the community to insure the mission and values of the college are well-known.

### Projection

The College has established a number of strategic initiatives related to each of the major goals in the current [Strategic Plan](#). Several of them are directly related to integrity, transparency, and public disclosure. For example, one of the College's strategic goals is to increase enrollment. Relevant priorities of that goal include improving student onboarding and retention. The orientation process for students provides them with the information necessary to begin their college experience. It is therefore crucial that this process be reviewed annually to ensure that this information is appropriate, sufficient, accurate, and is provided in a timely manner across the College. The DEMO will be responsible for ensuring that an annual review of the orientation process is conducted, and that modifications to the process are made as needed.

With a shrinking high school population in NH and the rising costs of tuition, it is all the more critical for LRCC to continue to maintain existing articulation and transfer agreements with the colleges in CCSNH and also with four-year institutions. This also involves working with high schools to enable their students to earn college credit toward degrees and certificates, while maintaining a level of integrity and

## **Standard 9: Integrity, Transparency, and Public Disclosure**

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transparency that matches the quality expected at the college level. This falls under the College's strategic goal of increasing enrollment by creating pathways from high schools to baccalaureate-granting institutions. The matrix of reviewed and renewed articulation and transfer agreements is expected to be completed by May 2019, and is the responsibility of the VPASA.

Another of the College's strategic goals is to build partnerships with the community. The alumni of any institution serve to represent the College in the community. Staying connected with alumni enables the College to elicit their input, feedback, financial support, and even their help with recruitment efforts. Alumni also foster connections between the College and the broader community. However, the College currently has no Office of Alumni Affairs. In an effort to improve relationships with the College's alumni, the President's Office will ensure that the space and staff are identified for such an office by May 2021.

Like alumni, the local community and members of business and industry need to know and understand the variety of opportunities offered at LRCC. Advocacy within local communities will require a strong presence of faculty and staff. As ambassadors of the College, these individuals will work not only to reinforce the institution's mission and values, but also to educate others with regard to the college's impact on community stakeholders. The College has encouraged faculty to increase their involvement in the community, and to serve as ambassadors for the College. Likewise, the College sees the need to strengthen its connections with business and industry by enhancing the role.

The new LMS, Canvas, gives faculty the ability to engage with students in new and innovative ways by incorporating video and collaboration techniques into the curriculum. Ongoing professional development in this area and clear and transparent expectations are needed to insure this tool is used properly by all faculty. To this end, the VPASA will oversee an initiative to enhance instructor usage of the LMS by providing four such workshops per year.

Transparency and public disclosure dictate that operational procedures and communication policies are necessary for an institution to run smoothly. Sudden departures or vacancies in the past have proven difficult to overcome due to the need to gather materials and reorganize procedures. The College will develop a communications plan for both internal and external roles, designed to enable all members of the administrative team to be aware of initiatives and policies within their individual areas of responsibility. The internal communication plan is the responsibility of the College Coordinating Council, and the external communication plan is a responsibility of the marketing committee. Both plans have completion target dates of May 2021.

**Standard 9.1: Integrity, Transparency, and Public Disclosure  
(Integrity)**

<b>Policies</b>	<b>Last Updated</b>	<b>Website location where policy is posted</b>	<b>Responsible Office or Committee</b>
Academic honesty	2015	<a href="#">Academic Honesty Policy</a>	VPASA
Intellectual property rights	2014	<a href="#">Intellectual Policy</a>	VPASA
Conflict of interest	2017	<a href="#">2017-2018 Academic Catalog</a>	VPASA
Privacy rights	2016	<a href="#">FERPA</a>	VPASA
Fairness for students	2016	<a href="#">2017-2018 Academic Catalog</a>	VPASA
Fairness for faculty	2015	<a href="#">2017-2018 Academic Catalog</a>	VPASA
Fairness for staff	2015	<a href="#">2017-2018 Academic Catalog</a>	VPASA
Academic freedom	2016	<a href="#">Faculty Staff Handbook</a>	VPASA
Research	2013	<a href="#">Institutional Research</a>	VPASA
Title IX	2017	<a href="#">Notice of Non-Discrimination</a>	VPASA
Other; specify			
<b>Non-discrimination policies</b>			
Recruitment and admissions	ongoing	<a href="#">CCSNH Notice of Non-Discrimination</a>	HR Officer
Employment	ongoing	<a href="#">CCSNH Notice of Non-Discrimination</a>	HR Officer
Evaluation	ongoing	<a href="#">CCSNH Notice of Non-Discrimination</a>	HR Officer
Disciplinary action	ongoing	<a href="#">CCSNH Notice of Non-Discrimination</a>	HR Officer
Advancement	ongoing	<a href="#">CCSNH Notice of Non-Discrimination</a>	HR Officer
Other; specify		<a href="#">CCSNH Board and System Policies</a>	Sara Sawyer
<b>Resolution of grievances</b>			
Students	2016	<a href="#">2018-2019 Student Handbook</a>	VPASA
Faculty	2013	<a href="#">Faculty CBA</a>	Todd Bedard - Off Campus, see page 2
Staff	2015	<a href="#">Staff CBA</a>	Kathy Mather
adjunct faculty	2013	<a href="#">Adjunct Faculty CBA</a>	Gary Snyder - Concord SEIU Office
<b>Other</b>			
	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>

**Standard 9.2: Integrity, Transparency, and Public Disclosure  
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="#">Contact Information</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="#">Consumer Information</a>
Processes for admissions	<a href="#">Admissions Process</a>
Processes for employment	<a href="#">Employment Opportunity's</a>
Processes for grading	<a href="#">Faculty Staff Handbook</a>
Processes for assessment	<a href="#">Assessment Information</a>
Processes for student discipline	<a href="#">Faculty Staff Handbook</a>
Processes for consideration of complaints and appeals	<a href="#">Faculty Staff Handbook</a>

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Program Excellence: 50 Year Celebration	<a href="#">50th Celebration page</a>
Discover Your Path	<a href="#">Discover Your Path Link</a>
Article on ASEP Program	<a href="#">ASEP Link</a>
Article on ASEP Program Skills USA	<a href="#">Skills USA Scholarship</a>
Article on Advanced Manufacturing Program	<a href="#">News Articles</a>
Why choose LRCC?	<a href="#">About LRCC</a>
Learning Outcomes	<a href="#">Expected Outcomes by Program</a>
Learning Outcomes by Academic Program	<a href="#">Academic Profiles</a>
Success in Placement	<a href="#">Employment Indicator Explanation</a>
	<a href="#">Employment Status Data</a>
Achievements of Graduates or Faculty	<a href="#">Example of Student Achievement</a>
	<a href="#">ASEP Program</a>

<b>Date of last review of:</b>	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

Notice of availability of institutional and financial aid information, contact information for assistance in obtaining aid information, student financial aid information, privacy of student records (IFERPA), consumer information on college navigator, facilities and services available to students with disabilities, student body diversity, price of attendance, net price calculator, refund policy requirements for withdrawal and R2T4, textbook information, academic program(educational programs, instructional facilities and faculty) transfer or credit policies and articulation agreements, institutional and program accreditation and approval, copyright infringement policies and sanctions, drug and alcohol abuse prevention program, vaccination policies, security report, information for crime victims about disciplinary hearings, retention rate, completion/graduation and transfer out rates, student loan information published by DOE, national student loan data system, entrance/exit counseling, private education loan disclosures, code of conduct for education loans, preferred lender lists, disbursement, gainful employment, definition of credit hour to determine program eligibility, verification of information included on student aid app, NHDDOE - Higher Ed Div. Complaint Process

**Standard 9.3: Integrity, Transparency, and Public Disclosure**  
**(Public Disclosure)**

Information	Website location
Institutional catalog	<a href="#">2017-2018 Academic Catalog</a>
Obligations and responsibilities of the students and the institution	<a href="#">Academic Policy</a>
Information on admission and attendance	<a href="#">Admission Procedure</a>
	<a href="#">Attendance Policy</a>
Institutional mission and objectives	<a href="#">Mission and Vision Statement</a>
Expected educational outcomes	<a href="#">Course Outcomes</a>
Status as public or independent institution; status as not-for-profit or for profit; religious affiliation	<a href="#">About LRCC</a>
Requirements, procedures and policies re: admissions	<a href="#">Admissions Procedure</a>
Requirements, procedures and policies re: transfer credit	<a href="#">Transfer Credit Process</a>
A list of institutions with which the institution has an articulation agreement	<a href="#">Articulation Agreements</a>
Student fees, charges and refund policies	<a href="#">Business Office</a>
Rules and regulations for student conduct	<a href="#">Student Conduct</a>
Procedures for student appeals and complaints	<a href="#">Academic Standing Policy</a>
Other information re: attending or withdrawing from the institution	<a href="#">Attendance and Withdrawal Policy</a>
Academic programs	<a href="#">Academic Programs</a>
Courses currently offered	<a href="#">Fall 2018 Class Schedule</a>
	<a href="#">Spring 2019 Class Schedule</a>
Other available educational opportunities	<a href="#">Work Force Development</a>
Other academic policies and procedures	<a href="#">Academic Policy</a>



## COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://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="#">Academic Catalog Online P 21</a>
Print Publications	Academic Catalog
Self-study/Interim Report Page Reference	35

- 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* 4.38, 4.39 and 9.19.)

URL	<a href="#">Transfer</a>
Print Publications	Academic Catalog PP32-36
Self-study/Interim Report Page Reference	P 34

- 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* 5.18, 9.8, and 9.19.)

URL	<a href="#">Student Handbook online P 15</a>
Print Publications	Student Handbook P 15
Self-study/Interim Report Page Reference	P 85

- 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* 4.48.)

Method(s) used for verification	Students are assigned a unique ID and log-in is required.
Self-study/Interim Report Page Reference	P 36

- 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	<a href="#">LRCC Invitation for Public Comment</a>
Print Publications	Laconia Daily Sun
Self-study Page Reference	A2

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: 9/5/2018

# Appendix

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## Invitation for Public Comments

Lakes Region Community College will undergo a comprehensive evaluation visit from October 28 – 31, 2018 by a team representing the New England Commission of Higher Education.

The New England Commission of Higher Education (NECHE) is one of seven accrediting commissions in the United States that provide institutional accreditation on a regional basis. Accreditation is voluntary and applies to the institution as a whole. The Commission, which is recognized by the U.S. Department of Education, accredits approximately 240 institutions in the six-state New England region.

Lakes Region Community College has been accredited by the Commission since 2003 and the last full review was conducted in 2008. A Fifth-Year Interim Report was submitted in 2014 after an approved extension. Its accreditation by the New England Commission encompasses the entire institution.

For the past two years, Lakes Region Community College has been engaged in a process of self-study, addressing the Commission's Standards for Accreditation. An evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the institution. Following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the institution to:

Public Comment on Lakes Region Community College  
New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803-4514  
E-mail: [cihe@neasc.org](mailto:cihe@neasc.org).

Public Comments must address substantive matters related to the quality of the institution. The Commission cannot settle disputes between individuals and institutions, whether those involve faculty, students, administrators, or members of other groups. Comments will not be treated as confidential and must include the name, address, and telephone number of the person providing the comments.

Public Comments must be received by October 31, 2018. The Commission cannot guarantee that comments received after that date will be considered.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	<a href="https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf">https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf</a>	All Associate Degree students complete courses designed to provide the opportunity to develop Understanding, Skills, and Attitudes in support of the Core Competencies	Faculty via class assessments activities, practicums, clinical, internships, and capstones		
For general education if an undergraduate institution:	<a href="https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf">https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf</a>	Refer to individual General Education Disciplines as part of the Liberal Arts Program	Faculty within the specific discipline		
List each degree program: 1. General Motors Automotive Service Educational Program (GM ASEP)	<a href="https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf">https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf</a> Pgs. 44-46	Course competencies tracked using Blackboard and Canvas LMS  Students take the Student-level Automotive Service Excellence (ASE) exams at the beginning of the 1 <sup>st</sup> year of study, at the end of the 1 <sup>st</sup> year and again at program completion.  Students are expected to take and pass at least two Technician-level Automotive Service Excellence (ASE Exams)	Faculty	Coursework is constantly revised to ensure that course competencies are in line with industry.	

## Appendix

2. Toyota Technical Educational Network (T-TEN)	<a href="https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf">https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf</a> Pgs. 48-51	<p>Course competencies tracked using Blackboard and Canvas LMS</p> <p>Students take the Student-level Automotive Service Excellence (ASE) exams at the beginning of the 1<sup>st</sup> year of study, at the end of the 1<sup>st</sup> year and again at program completion.</p> <p>Students are expected to take and pass at least two Technician-level Automotive Service Excellence (ASE Exams)</p>	Faculty	Coursework is constantly revised to ensure that course competencies are in line with industry.	
3. Automotive Technology	<a href="https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf">https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf</a> Pgs. 46-48	<p>Course competencies tracked using Blackboard and Canvas LMS</p> <p>Students take the Student-level Automotive Service Excellence (ASE) exams at the beginning of the 1<sup>st</sup> year of study, at the end of the 1<sup>st</sup> year and again at program completion.</p>	Faculty	Coursework is constantly revised to ensure that course competencies are in line with industry.	
4. Marine Technology	<a href="https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf">https://www.lrcc.edu/sites/default/files/content/documents/catalogs/2018-2018-Catalog.pdf</a> Pgs. 77-79	<p>Course competencies tracked using Blackboard, Canvas LMS and the Mercury University online training system.</p> <p>Students are expected to pass the NC3, Snap-On meter exam</p> <p>Furthermore, open discussion with the site supervisor of marine students enrolled in the independent study program, help to shed light on students' strengths and weaknesses. From this we can determine if we are preparing such students well enough to be successful at their internship.</p>	Faculty reviews the evidence and then presents it to the Marine Advisory committee bi-annually.	With guidance of the advisory committee, course credits and curriculum have been updated. All improvements have been made considering the ever-changing needs of the	May, 2018

## Appendix

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				students, the dealers and industry.	
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Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT 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.
General Motors Automotive Service Educational Program (GM ASEP)  NATEF – National Automotive Technician Educational Foundation (Now called the ASE Education Foundation)	Site visit December 2015- Accreditation requirements met.  Mid-term review conducted May 2017	Advisory Committee Meeting minutes from May 2018 meeting:  1. Increase early involvement with local CTEs to identify and attract the best students. 2. Work with dealers to develop a pay plan structure for internships 3. Update and distribute graduation employment surveys	Reference current Automotive Program Standards at <a href="http://www.aseeducation.org/resources">http://www.aseeducation.org/resources</a>  Program is currently accredited at MAST (Master Automotive Service Technician) level	On-site visit due before January 1, 2020
Automotive Technology Program	Needs NATEF – in process of assembling dedicated Advisory Board		Reference current Automotive Program Standards at <a href="http://www.aseeducation.org/resources">http://www.aseeducation.org/resources</a>	Expected to submit request for review to ASE in 2018-2019 Academic year
Toyota T-TEN	Needs NATEF – New program 1 <sup>st</sup> cohort began August 2017	1 graduating class required to seek accreditation. 1 <sup>st</sup> class set to graduate in May of 2019	Reference current Automotive Program Standards at <a href="http://www.aseeducation.org/resources">http://www.aseeducation.org/resources</a>	Expected to submit request to ASE for review in the 2019- 2020 Academic year

\*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1. Fire Science	Catalog and program profile. <a href="http://www.lrcc.edu">http://www.lrcc.edu</a>	Firefighter and Emergency Medical Service – state and national examination. Other related courses – course testing	Course instructors and program advisory committee members - annually	FIRE2340L was added to degree and FIRE2360L was moved to an elective	October, 2017
2. Fire Protection	Catalog and program profile. <a href="http://www.lrcc.edu">http://www.lrcc.edu</a>	Course testing	Course instructors and program advisory committee members - annually	None	October, 2017
3. Electrical Systems Installation & Maintenance	Catalog and program profile. <a href="http://www.lrcc.edu">http://www.lrcc.edu</a>	Course testing	Course instructors and program advisory committee members - annually	None	October, 2017
4. Electrical Power & Control Technologies	Catalog and program profile. <a href="http://www.lrcc.edu">http://www.lrcc.edu</a>	Course testing	Course instructors and program advisory committee members - annually	None	October, 2017

## Appendix

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5.Advanced Manufacturing	Catalog and program profile. <a href="http://www.lrcc.edu">http://www.lrcc.edu</a>	Course testing	Course instructors and program advisory committee members - annually	None	Initial program review in progress
6.Electro Mechanical Technology	Catalog and program profile	Course testing	Course testing and program advisory committee members- annually	None	Initial program review in progress

Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1. Computer Technologies	<input type="checkbox"/> knowledge of operating systems, applications, database systems, hardware, programming concepts, networks, and online resources; <input type="checkbox"/> knowledge of security issues, risks, tools, and policies; <input type="checkbox"/> ability to apply a systematic and methodical approach to solve problems; <input type="checkbox"/> strong	Capstone Course, with portfolio Many courses also have professional certification exams as the final exam	Dep't Chair, faculty	This program changes frequently due to the nature of Computer Technologies, but the assessment process has remained consistent	July 2018

## Appendix

	documentation skills and knowledge of general business principles and project management; □ obtain specific technical skills to enter the workplace based on the student's chosen track; □ to think critically and make appropriate decisions based on relevant factors.				
2.Graphic Design	□ demonstrate an understanding of the theory and processes associated with the Graphic Design profession; □ understand and use appropriately the technical vocabulary associated with the Graphic Design profession; □ demonstrate the ability to apply critical thinking skills to successfully problem solve customer needs □ produce a body of work that serves as a	Portfolio	Program Manager	Curricula changes made to include Capstone course to formalize the portfolio review process	July 2018

## Appendix

	professional portfolio.				
3.Media Arts	<input type="checkbox"/> demonstrate an understanding of the theory and processes associated with the Media Arts profession; <input type="checkbox"/> understand and use appropriately the technical vocabulary associated with the Media Arts profession; <input type="checkbox"/> demonstrate the ability to apply critical thinking skills to successfully problem solve audio, video and interactive tasks; <input type="checkbox"/> demonstrate the skills and attitudes of a lifelong learner.	Studio courses that provide short medias to use as portfolio	Faculty	Program has been suspended	May 2018

Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

#### OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)  Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process?  (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	College Catalog  Nursing Student handbook	National Council Licensure Exam (NCLEX)	Annually by the Nursing Curriculum/Evaluation Committee and the Nursing Program Advisory Committee	The nursing curriculum was fully revised in 2014 in response to low pass rates on the National Council Licensure Examination (NCLEX). NCLEX pass rates have improved with the implementation of the new curriculum  The minimum grade to pass	February, 2017  New Hampshire Board of Nursing (BON):  Full approval  Next review: February, 2022  Accreditation Commission for Education in Nursing (ACEN):  Full National Accreditation

## Appendix

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				<p>each of the four nursing courses was raised to 80%</p> <p>New text books were initiated</p> <p>Additional on line learning resources were integrated into the curriculum</p> <p>An NCLEX review course is required</p> <p>Admission requirements were changed to include:</p> <p>-Higher passing scores on the entrance exam</p> <p>-Admission Essay</p>	Next Review: February, 2022
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## Appendix

				-Admission Interview  -Entrance Exam for Licensed Practical Nurses (LPN) applying to the LPN to RN track	
For general education if an undergraduate institution:					
List each degree program:  1. Associate of Science Degree in Nursing					

Institutions selecting E1a should also include E1b.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1. Business Management	College Catalog	None Optional: Internship	Instructor Department Chair Advisory Committee Annually	Additional courses have been added to the curriculum to expose students to latest trends in industry	October 15, 2017
2. Accounting	College Catalog	None Optional: Internship	Instructor Department Chair Advisory Committee Annually	Students are required to obtain a 73 or higher in Accounting I in order to move forward to Accounting II. Students are eligible for certification in industry software.	October 15, 2017
3. Office Technology Management	College Catalog	None Optional: Internship	Instructor Department Chair Advisory Committee Annually	Minimum grades have been added to some classes to ensure rigor and necessary skills to meet industry expectations.	October 20, 2017
4. Hospitality Management	College Catalog	Required Cooperative Education. Students	Instructor Program Coordinator	We are exploring the possibility of	Anticipated 2022

## Appendix

		required to complete 500 hours of cooperative education.	Department Chair Advisory Committee Annually	merging the Hospitality and Restaurant Management programs.	
5. Culinary Arts	College Catalog	Required Cooperative Education. Students required to complete 300 hours of cooperative education.	Instructor Program Coordinator Department Chair Advisory Committee Annually	None	October 15, 2017
6. Restaurant Management	College Catalog	Required Cooperative Education. Students required to complete 500 hours of cooperative education.	Instructor Program Coordinator Department Chair Advisory Committee Annually	We have added to the required hours for cooperative education. Additionally, we are exploring the possibility of merging the Hospitality and Restaurant Management programs.	October 20, 2017
7. Pastry Arts	College Catalog	Required Cooperative Education. Students required to complete 300 hours of cooperative education.	Instructor Program Coordinator Department Chair Advisory Committee Annually	None	October 15, 2017

Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

\*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

## Appendix

### E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1. Early Childhood Education	College Catalog	Practicum	The program coordinator reviews student work in the middle and end of each semester.	Additional items have been added to student assessments to ensure program outcomes are met.	Anticipated August 2018
2. Fine Arts	College Catalog	Portfolio Course- Rubric Attached  This is a Capstone Course that involves a Portfolio Review	The course is taught by and the portfolio is reviewed by the Fine Arts Program Coordinator. The work is also peer reviewed. We are considering having the Program Advisory Committee	The portfolio has changed from physical to web based in order to be more relevant to the current art world. Courses throughout the program work to help the students	December 2017

## Appendix

			review the portfolios as well.	find a cohesive voice throughout their art.	
3. Human Services		Practicum	Instructor Oral and written presentations Supervisor evaluations from site	New Handbook created to update previous guide.	December 2017
4. Human Services/ Gerontology Concentration		Practicum	Instructor Oral and Written presentations Supervisor evaluations from site	New Handbook created to update previous guide.	December 2017
5. Liberal Arts	College Catalog	N/A			December 2017
6. Liberal Arts/Health Sciences Concentration	College Catalog	N/A			December 2017

Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

\*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

# Appendix

## DATA FIRST FORMS GENERAL INFORMATION

Institution Name: Lakes Region Community College

OPE ID: 755500

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Most Recent Year	06/30 2018	YES	Unqualified
1 Year Prior	2017	YES	Unqualified
2 Years Prior	2016	YES	Unqualified

Fiscal Year Ends on: 6/20 (month/day)

Budget / Plans  
Current Year 2019  
Next Year 2020

Contact Person: Richard Underbakke, Ph.D.  
Title: Interim Vice President for Academic and Student Affairs  
Telephone No: 603.366.5216  
E-mail address: [runderbakke@ccsnh.edu](mailto:runderbakke@ccsnh.edu)

## Appendix

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(A Component Unit of the State of New Hampshire)

COMPREHENSIVE ANNUAL FINANCIAL REPORT

June 30, 2017 and 2016

With Independent Auditor's Report

# Appendix

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

### Reports on Audits of Financial Statements and Supplementary Information

June 30, 2017 and 2016

#### Table of Contents

	<u>Page(s)</u>
Independent Auditor's Report	1 - 2
Management's Discussion and Analysis (Unaudited)	3- 12
Statements of Net Position	13
Statements of Revenues, Expenses and Changes in Net Position	14
Statements of Cash Flows	15- 16
Notes to Financial Statements	17- 39
Required Supplementary Information (Unaudited)	40- 41

## Appendix

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### INDEPENDENT AUDITOR'S REPORT

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 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 years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements as listed in the table of contents.

#### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely-presented component unit. Those statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely-presented component unit, is based solely on the report of the other auditor. We conducted our audits in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## Appendix

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Board of Trustees  
Community College System of New Hampshire  
(A Component Unit of the State of New Hampshire)

### ***Opinions***

In our opinion, based on our audit and the reports of the other auditor, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely-presented component unit of CCSNH as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended, in accordance with U.S. generally accepted accounting principles.

### ***Emphasis of Matter***

As described in Note 10, the financial statements of CCSNH as of June 30, 2016 and 2015 have been restated to present investments and related activity previously presented under the discretely-presented component unit. Our opinion is not modified with respect to this matter.

### ***Other Matter***

U.S. generally accepted accounting principles require that Management's Discussion and Analysis on pages 3 through 12 and the required supplementary information on pages 40 and 41 be presented to supplement the basic financial statements. Such information, although not 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, LLC*

Bangor, Maine

November 28, 2017

# Appendix

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

### **Management's Discussion and Analysis (Unaudited) June 30, 2017 and 2016**

#### **INTRODUCTION**

The following Management's Discussion and Analysis (MD&A) includes an analysis of the financial position and operations of the Community College System of New Hampshire (CCSNH) for the fiscal years ended June 30, 2017, 2016 and 2015. This discussion is provided by the management of CCSNH and should be read in conjunction with the financial statements and notes.

The New Hampshire State Legislature, through the passage of Chapter 361, Laws of 2007, established 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 serves as its policy-making and operating authority.

CCSNH is a state-wide system of seven independently accredited institutions including White Mountains Community College, Lakes Region Community College, River Valley Community College, NHTI – Concord's Community College, Manchester Community College, Nashua Community College, and Great Bay Community College, as well as five academic centers in Keene, Littleton, Rochester, North Conway and Lebanon, New Hampshire.

It includes the Community Colleges of New Hampshire Foundation (the Foundation) as a discretely-presented, non-major component unit.

CCSNH offers associate degrees, certificates, workforce training, and transfer pathways to over 27,000 students.

The Foundation is a separate legal entity established as a 501(c)(3) corporation. The Foundation's mission is to provide greater access to educational opportunities through financial assistance for student scholarships, program development, and enhancements to college 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 system 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 are accounted for in the appropriate period.

#### **PRIOR PERIOD ADJUSTMENT**

The 2016 financial statements have been restated to present investments and related activity previously presented under the discretely-presented component unit. The restatement resulted in an increase to net position of \$12,199,217 as of June 30, 2016. Investment income and contributions for 2016 were also reclassified from the Foundation to CCSNH in the statement of revenues, expenses and changes in net position resulting in an increase in the change in net position for CCSNH of \$984,674 and a decrease in the change in net assets for the Foundation of the same amount.

## Appendix

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

#### Management's Discussion and Analysis (Unaudited) June 30, 2017 and 2016

#### STATEMENTS OF NET POSITION

The statements of net position show the financial position of CCSNH at the end of each fiscal year and includes all assets and liabilities. The total net position is the difference between the assets, liabilities, and deferred inflows and outflows. Over time, an increase in net position is one indicator of an institution's financial health. Factors contributing to the financial health reported on the statement of net position include the value of depreciated buildings, equipment, and cash and cash equivalents, and current balances of related debt obligations and accrued liabilities. The condensed statements of net position for the past three years are shown below:

	June 30,		
	2017	2016 (Restated)	2015
<b>Assets</b>			
Current	\$ 22,580,348	\$ 21,086,491	\$ 20,440,581
Net capital	119,330,044	121,715,102	119,985,543
Other noncurrent assets	18,124,201	15,640,572	15,209,260
Total assets	160,034,593	158,442,165	155,635,384
Deferred outflows of resources	20,060,746	6,992,021	7,648,806
<b>Liabilities</b>			
Current	11,968,455	11,936,559	13,094,321
Noncurrent	95,421,210	85,397,470	83,532,285
Total liabilities	107,389,665	97,334,029	96,626,606
Deferred inflows of resources	7,609,348	4,396,230	7,966,777
<b>Net position</b>			
Invested in capital assets, net of related debt	97,239,205	102,031,934	99,906,311
Restricted nonexpendable	12,873,853	11,519,279	10,434,572
Restricted expendable	4,041,565	4,147,691	4,588,332
Unrestricted	(49,058,297)	(53,994,977)	(56,238,408)
Total net position	\$ 65,096,326	\$ 63,703,927	\$ 58,690,807

The major components of assets are cash and cash equivalents, investments, and net property and equipment. In 2017, overall assets increased by \$1,592,428 due to an increase in the amount due from the State of New Hampshire for capital appropriations, a strong market performance in the investments, net of depreciation on capital assets in excess of additions to those capital assets. In 2016, overall assets increased by \$2,806,781 driven by an increase in net property and equipment.

The major components of liabilities are accounts payable and accrued expenses, accrued salaries and benefits, deferred revenue, bonds payable and notes payable. In 2017, the overall liabilities increased by \$10,055,636 related primarily to the current year activity associated with the net pension liability. In 2016, liabilities increased by \$707,423 due to the net pension liability recorded in connection with the adoption of the new accounting standard during the year.

The change in deferred outflows of resources and the deferred inflows of resources is due primarily to changes in assumptions and other factors regarding the pension plan.

# Appendix

## Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

### Statements of Net Position

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
<b>Assets</b>								
Cash and cash equivalents	\$ 9,955,625	\$ 2,450,863	\$ (3,440,818)	\$ 7,328,931	\$ (3,895,370)	\$ (1,705,135)	\$ 936,340	\$ 8,280,814
Other current assets	1,147,151	189,507	80,055	295,577	462,402	85,056	40,558	(6,004)
Current portion of notes receivable	133,268	9,462	8,929	39,954	10,541	26,147	19,444	18,791
Grants and contracts receivable	697,948	48,931	84,990	165,514	55,332	134,943	75,775	132,463
Operating investments	8,650,231	614,166	579,565	2,593,339	684,234	1,697,175	1,262,069	1,219,683
Due from state of NH for capital appropriations	1,996,125	79,619	105,406	199,580	69,454	1,237,806	216,028	88,232
<b>Total current assets</b>	<b>22,580,348</b>	<b>3,392,548</b>	<b>(2,581,873)</b>	<b>10,622,895</b>	<b>(2,613,407)</b>	<b>1,475,992</b>	<b>2,550,214</b>	<b>9,733,979</b>
<b>Non-current assets</b>								
Student loans receivable, net	546,375	37,128	53,580	192,025	25,063	116,822	91,230	30,527
Note receivable, net	1,623,514	115,269	108,775	486,730	128,420	318,534	236,871	228,915
Investments	15,954,312	1,132,756	1,068,939	4,783,103	1,261,986	3,130,236	2,327,734	2,249,558
Capital assets, net	119,330,044	4,795,126	10,302,521	24,100,168	15,767,341	27,034,035	19,031,382	18,299,471
<b>Total noncurrent assets</b>	<b>137,454,245</b>	<b>6,080,279</b>	<b>11,533,815</b>	<b>29,562,026</b>	<b>17,182,810</b>	<b>30,599,627</b>	<b>21,687,217</b>	<b>20,808,471</b>
<b>Total assets</b>	<b>160,034,593</b>	<b>9,472,827</b>	<b>8,951,942</b>	<b>40,184,921</b>	<b>14,569,403</b>	<b>32,075,619</b>	<b>24,237,431</b>	<b>30,542,450</b>
Deferred outflows of resources - pension	<u>20,060,746</u>	<u>1,424,313</u>	<u>1,344,070</u>	<u>6,014,212</u>	<u>1,586,805</u>	<u>3,935,918</u>	<u>2,926,863</u>	<u>2,828,565</u>

## Appendix

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

#### Management's Discussion and Analysis (Unaudited) June 30, 2017 and 2016 Statements of Net Position (Continued)

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
liabilities								
Current liabilities								
accrued expenses	1,193,203	59,603	66,523	233,100	106,683	368,075	145,428	213,791
Accounts payable for capital assets	670,933	34,112	-	-	-	627,481	9,340	-
Accrued salaries and benefits	6,490,908	484,982	437,322	2,086,965	499,174	1,223,984	859,204	899,277
Deferred revenue and deposits	1,376,151	190,002	81,862	404,523	131,624	218,453	161,470	188,217
Current portion of bonds payable	2,122,925	72,128	-	459,540	-	427,859	492,944	670,454
Current portion of other long-term liabilities	114,335	-	19,384	-	73,032	-	-	21,919
Total current liabilities	11,968,455	840,827	605,091	3,184,128	810,513	2,865,852	1,668,386	1,993,658
Non-current liabilities								
Due to state of New Hampshire	6,438	-	-	-	-	6,438	-	-
Accrued salaries and benefits	3,882,090	291,265	237,595	1,416,722	428,421	611,464	408,899	487,724
Refundable advances	554,950	18,385	59,773	205,116	39,357	155,994	69,797	6,528
Net pension liability	72,213,216	5,127,142	4,838,285	21,649,522	5,712,065	14,168,233	10,535,906	10,182,063
Bonds payable	17,053,847	558,295	-	2,702,127	-	4,312,426	2,480,619	7,000,380
Other long-term liabilities	1,710,669	-	1,546,851	-	158,099	-	-	5,719
Total noncurrent liabilities	95,421,210	5,995,087	6,682,504	25,973,487	6,337,942	19,254,555	13,495,221	17,682,414
Total liabilities	107,389,665	6,835,914	7,287,595	29,157,615	7,148,455	22,120,407	15,163,607	19,676,072
Deferred inflows of resources								
Pension	7,191,217	510,576	481,812	2,155,927	568,825	1,410,917	1,049,198	1,013,962
Deferred gain from advance refunding of bonds	418,131	13,782	-	193,550	-	6,064	203,596	1,139
Total deferred inflows of resources	7,609,348	524,358	481,812	2,349,477	568,825	1,416,981	1,252,794	1,015,101
Net position								
Invested in capital assets net of related debt	97,239,205	4,117,034	8,737,022	20,743,122	15,536,565	21,660,845	15,844,789	10,599,828
Restricted nonexpendable	12,873,853	913,055	875,521	3,855,413	1,017,222	2,523,122	1,876,267	1,813,253
Restricted expendable	4,041,565	286,951	270,785	1,211,661	319,688	792,955	589,664	569,861
Unrestricted	(49,058,297)	(1,780,172)	(7,356,723)	(11,118,155)	(8,434,547)	(12,502,773)	(7,562,827)	(303,100)
Total net position	\$ 65,096,326	\$ 3,536,868	\$ 2,526,605	\$ 14,692,041	\$ 8,438,928	\$ 12,474,149	\$ 10,747,893	\$ 12,679,842

## Appendix

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

#### Management's Discussion and Analysis (Unaudited) June 30, 2017 and 2016

#### STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

This statement reports total operating revenues, operating expenses, nonoperating revenue and expenses, and the increase in net position for the fiscal years ended June 30, 2017, 2016 and 2015, summarized as follows:

	<b>Years Ended June 30,</b>		
	<b>2017</b>	<b>2016 (Restated)</b>	<b>2015</b>
Operating revenues			
Net tuition and fees	<b>\$ 47,931,119</b>	\$ 47,074,334	\$ 49,467,599
Other revenue	<b>29,093,622</b>	33,721,163	36,312,990
Total operating revenue	<b><u>77,024,741</u></b>	<u>80,795,497</u>	<u>85,780,589</u>
Operating expenses			
Employee compensation and benefits	<b>93,526,097</b>	91,802,705	96,949,756
Other operating expenses	<b>34,501,951</b>	35,486,621	34,236,792
Total operating expenses	<b><u>128,028,048</u></b>	<u>127,289,326</u>	<u>131,186,548</u>
Operating loss	<b><u>(51,003,307)</u></b>	<u>(46,493,829)</u>	<u>(45,405,959)</u>
Nonoperating revenues (expenses) and other changes			
State appropriations - operating	<b>43,775,000</b>	42,500,000	42,155,000
State appropriations - capital	<b>5,421,823</b>	7,727,797	3,086,781
Capital grants and contracts	<b>661,185</b>	1,506,179	209,164
Write-down of note receivable	-	(398,310)	-
Loss on sale of capital assets	-	-	(2,174,382)
Investment return used for operations	<b>616,433</b>	481,301	(64,379)
Investment return net of amount used for operations	<b>1,384,227</b>	(848,639)	-
Nonexpendable contributions	<b>1,385,195</b>	1,425,313	-
Other nonoperating expenses	<b>(848,157)</b>	(886,692)	(939,582)
Nonoperating revenues and other changes, net	<b><u>52,395,706</u></b>	<u>51,506,949</u>	<u>42,272,602</u>
Increase (decrease) in net position	<b><u>1,392,399</u></b>	<u>5,013,120</u>	<u>(3,133,357)</u>
Net position, beginning of year	<b><u>63,703,927</u></b>	<u>58,690,807</u>	<u>61,824,164</u>
Net position, end of year	<b><u>\$ 63,703,927</u></b>	<u>\$ 58,690,807</u>	

## Appendix

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

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

June 30, 2017 and 2016

#### Statements of Revenues, Expenses and Changes in Net Position

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
Operating revenues								
Net tuition and fees	\$ 67,178,863	\$ 4,798,136	\$ 4,097,027	\$ 20,133,837	\$ 5,108,709	\$ 12,286,910	\$ 9,519,910	\$ 11,234,334
Less scholarships	(19,247,744)	(1,459,460)	(1,389,705)	(5,636,430)	(1,508,776)	(3,609,917)	(2,911,511)	(2,731,945)
Net tuition and fees	47,931,119	3,338,676	2,707,322	14,497,407	3,599,933	8,676,993	6,608,399	8,502,389
Grants and contracts	21,345,849	1,463,896	2,567,879	6,018,922	1,411,589	3,957,798	3,147,272	2,778,493
Other auxiliary enterprises	3,578,354	92,351	-	2,736,819	591,217	-	157,967	-
Other operating revenue	4,169,419	469,464	270,454	1,609,451	706,767	425,519	373,564	314,200
Total operating revenue	77,024,741	5,364,387	5,545,655	24,862,599	6,309,506	13,060,310	10,287,202	11,595,082
Operating expenses								
Employee compensation and benefits	93,526,097	7,844,950	8,262,261	28,046,896	8,551,959	15,848,582	12,317,624	12,653,825
Other operating expenses	23,219,908	1,519,202	2,596,274	5,593,844	1,970,974	5,084,349	2,915,887	3,539,378
Utilities	2,898,154	151,501	198,788	764,633	409,811	500,306	437,559	435,556
Depreciation	8,383,889	595,256	561,721	2,513,490	663,166	1,644,919	1,223,209	1,182,128
Total operating expenses	128,028,048	10,110,909	11,619,044	36,918,863	11,595,910	23,078,156	16,894,279	17,810,887
Operating loss	<u>(51,003,307)</u>	<u>(4,746,522)</u>	<u>(6,073,389)</u>	<u>(12,056,264)</u>	<u>(5,286,404)</u>	<u>(10,017,846)</u>	<u>(6,607,077)</u>	<u>(6,215,805)</u>

## Appendix

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

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

June 30, 2017 and 2016

#### Statements of Revenues, Expenses and Changes in Net Position (Unaudited)

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
Nonoperating revenues (expenses) and other changes								
State appropriations - operating	43,775,000	4,771,912	5,152,158	11,653,557	5,078,845	6,482,630	5,346,637	5,289,261
Investment return used for operations	616,433	43,766	41,301	184,807	48,760	120,944	89,938	86,917
Investment return excluding amount used for operations	1,384,227	98,281	92,743	414,991	109,492	271,585	201,959	195,176
Interest expense on capital debt	(848,157)	(27,797)	(57,145)	(124,106)	(19,625)	(203,369)	(124,662)	(291,453)
Nonoperating revenues, net	44,927,503	4,886,162	5,229,057	12,129,249	5,217,472	6,671,790	5,513,872	5,279,901
Income (loss) before other changes in net position	(6,075,804)	139,640	(844,332)	72,985	(68,932)	(3,346,056)	(1,093,205)	(935,904)
Other changes in net position								
State appropriations - capital	5,421,823	116,394	442,225	540,731	135,354	3,617,752	469,063	100,304
Capital grants and contracts	661,185	46,945	44,299	198,223	52,300	129,724	96,467	93,227
Non-expendable contributions	1,385,195	98,350	92,808	415,281	109,569	271,775	202,100	195,312
Total other changes in net position	7,468,203	261,689	579,332	1,154,235	297,223	4,019,251	767,630	388,843
Increase (decrease) in net position	1,392,399	401,329	(265,000)	1,227,220	228,291	673,195	(325,575)	(547,061)
Net position beginning of year	63,703,927	3,135,544	2,791,605	13,464,821	8,210,636	11,800,955	11,073,463	13,226,903
Net position end of year	\$ 65,096,326	\$ 3,536,873	\$ 2,526,605	\$ 14,692,041	\$ 8,438,927	\$ 12,474,150	\$ 10,747,888	\$ 12,679,842

## Appendix

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

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

**June 30, 2017 and 2016**

The largest component of CCSNH's revenues is tuition and fees, which has continued to decrease on a gross basis in 2017, 2016, and 2015 due to overall decreased enrollment and a change in the mix of tuition credits from higher rate credits to lower rate credits. CCSNH, along with community colleges nationwide, generally operates counter-cyclically to the economy as a whole. With improving economic conditions over the past 6 years, there is less desire on the part of individuals to further their education. Other revenue includes grants and contracts and other auxiliary enterprises. Driven by grant activity, other revenue decreased in 2017 by \$4,627,541 and decreased by \$2,591,827 in 2016. Specifically, the U.S. Department of Labor H-1B Job Training Grant and U.S. Department of Labor Trade Adjustment Act – Community College Career and Training programs were in their final years at the campuses for 2016 and 2017. Overall, total operating revenue was down in 2017 by \$3,770,756 and down in 2016 by \$4,985,092.

Like many institutions of higher education, CCSNH is a labor-intensive organization, and operating expenses are primarily composed of employee compensation and benefits. These expenses were up in 2017 by \$1,723,392 due to an increase in the pension expense of \$2,717,000, netted against salary reductions primarily related to decreases in the workforce due to a decrease in grant funded programs and lower credits sold. Employee compensation and benefits decreased in 2016 by \$5,147,051 due to decreases in the workforce in relation to lower credits sold and the decrease in grant-funded positions.

Other operating expenses decreased by \$984,670 in 2017, primarily due to nonrecurring costs in 2016 related to software implementation and less maintenance fees. Other operating expenses increased by \$1,249,829 in 2016 due to increases in small equipment spending, off-site rental facilities for student housing at Lakes Region Community College, and software license and maintenance fees.

Nonoperating revenues and other changes in net position increased by \$888,757 in 2017 driven by strong market performance in the current year, which offset some decreased revenue in capital appropriations. In 2016 nonoperating revenues increased \$9,234,347 due to an increase in capital expenditures paid by the State of New Hampshire, nonexpendable contributions and an increase in the capital grant revenue, as well as a nonrecurring loss in 2015 on sale of capital assets of \$2,174,382. In addition, CCSNH recorded an allowance for loan losses on its note receivable of approximately \$398,000 during the year ended June 30, 2016.

## Appendix

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

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

June 30, 2017 and 2016

#### STATEMENTS OF CASH FLOWS

The statements of cash flows summarize transactions involving cash and cash equivalents during each fiscal year. The statements provide an additional tool to assess the financial health of the institution and its ability to generate future cash flows to meet its obligations.

	<u>Years Ended June 30,</u>		
	<u>2017</u>	2016	2015
Net cash used - operating activities	<b>\$ (39,829,026)</b>	\$ (38,342,641)	\$ (41,031,313)
Net cash provided - noncapital financing activities	<b>45,160,195</b>	43,925,313	42,155,000
Net cash used - capital and related financing activities	<b>(3,734,746)</b>	(731,827)	(6,619,158)
Net cash provided (used) - investing activities	<b>(872,188)</b>	125,173	33,273
Net (decrease) increase in cash and cash equivalents	<b>724,235</b>	4,976,018	(5,462,198)
Cash and cash equivalents, beginning of year	<b>9,231,390</b>	4,255,372	9,717,570
Cash and cash equivalents, end of year	<b>\$ 9,955,625</b>	\$ 9,231,390	\$ 4,255,372

CCSNH maintains the cash position necessary to meet its obligations. The amount of cash on-hand fluctuates during the year due to the timing of tuition receipts and federal financial aid payments.

Cash and cash equivalents increased by \$724,235 during 2017 primarily due to an increase in the appropriations from the State of New Hampshire.

Cash and cash equivalents increased by \$4,976,018 during 2016 due to lower compensation and benefit expenses netted with a decrease of tuition and fees and grant revenue. In addition, net cash used by capital and related financing activities decreased as more projects, including the student center at GBCC and the automotive building at LRCC, were funded through State capital appropriations.

## **Appendix**

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

#### **Management's Discussion and Analysis (Unaudited) June 30, 2017 and 2016**

#### **CAPITAL ASSETS AND DEBT**

CCSNH receives significant funding as part of the State's capital budget. The funding has allowed for construction and renovation at all seven campuses over the past three years. These projects included major construction at River Valley Community College (Claremont renovations and additional Lebanon campus), Manchester Community College (student center and electrical building), Great Bay Community College (student center) and Lakes Region Community College (automotive building and health and science building). During the years ended June 30, 2017, 2016 and 2015, CCSNH paid \$5,622,915, \$10,521,993 and \$10,077,294 for capital asset additions, respectively.

Most of CCSNH's construction projects are paid for by the State through its capital budget. However, certain projects (i.e., dorms, student centers, etc.), 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. Other projects are financed through outside sources of funding, including federal loans.

During the year ended June 30, 2017, \$940,454 of CCSNH's bonds payable were advance refunded through the issuance of new general obligation refunding bonds with an original principal amount of \$4,936,671.

During the year ended June 30, 2015, \$3,285,882 of CCSNH's bonds payable were advance refunded through the issuance of new general obligation refunding bonds with an original principal amount of \$2,762,813 resulting in a gain from advance refunding of \$523,069. The gain from advance refunding has been recorded as a deferred inflow of resources and will be amortized as a component of interest expense over the life of the new bond using the interest method.

#### **ECONOMIC OUTLOOK**

After many of years of enrollment growth during the recession, CCSNH's credits sold remain below the 2011 peak as the economy and employment improve. Simultaneously, CCSNH continues to look for new markets for enrollment growth that align with the economic needs of New Hampshire's industries.

CCSNH is working to realign its organizational structure and operating expense base to meet new forecasts for revenue growth.

Over the past few years, CCSNH's non-student financial aid federal grant activity has increased significantly. Fiscal 2015 marked the end of the \$19.9 million U.S. Department of Labor Trade Adjustment Act – Community College Career and Training (TAACCCT) program grant, with smaller TAACCCT grant awards continuing over the next few years.

In 2015, CCSNH received a slightly higher appropriation from the State of New Hampshire to support a reduction in tuition to \$200 per credit from \$210 per credit. The CCSNH Board of Trustees froze tuition at \$200 per credit hour for the 2016-2017 academic year. The CCSNH Board of Trustees voted to increase tuition from \$200 per credit to \$210 per credit for the 2017-2018 academic year.

## Appendix

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

#### Statements of Net Position

June 30, 2017 and 2016

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2017	Restated 2016	2017	Restated 2016
<b>Assets</b>				
Current assets				
Cash and cash equivalents	\$ 9,955,625	\$ 1,164,170	\$ 139,716	\$ 1,009,299
Other current assets	1,147,151	1,164,170	50,113	3,774
Current portion of note receivable	133,268	121,401	-	-
Grants and contracts receivable	697,948	1,242,889	-	-
Operating investments	8,650,231	8,547,806	-	-
Due from State of New Hampshire for capital appropriations	1,996,125	778,835	-	-
Total current assets	22,580,348	21,086,491	189,829	1,013,073
Noncurrent assets				
Student loans receivable, net	546,375	611,488	-	-
Note receivable, net	1,623,514	1,845,195	-	-
Investments	15,954,312	13,183,889	3,732,741	15,616,385
Capital assets, net	119,330,044	121,715,102	-	-
Total noncurrent assets	137,454,245	137,355,674	3,732,741	15,616,385
Total assets	160,034,593	158,442,165	3,922,570	16,629,458
Deferred outflows of resources - pension	20,060,746	6,992,021	-	-
<b>Liabilities</b>				
Current liabilities				
Accounts payable and accrued expenses	1,193,203	1,384,418	-	4,456
Accounts payable for capital assets	670,933	295,017	-	-
Accrued salaries and benefits	6,490,908	6,319,976	-	-
Unearned revenue and deposits	1,376,151	1,095,423	-	-
Current portion of bonds payable	2,122,925	1,818,111	-	-
Current portion of other long-term	114,335	1,023,614	-	13,183,889
Total current liabilities	11,968,455	11,936,559	-	13,188,345
Noncurrent liabilities				
Due to the State of New Hampshire	6,438	3,339,502	-	-
Accrued salaries and benefits	3,882,090	4,032,303	-	-
Refundable advances	554,950	684,253	-	-
Net pension liability	72,213,216	60,334,154	-	-
Bonds payable	17,053,847	15,180,554	-	-
Other long-term liabilities	1,710,669	1,826,704	-	-
Total noncurrent liabilities	95,421,210	85,397,470	-	-
Total liabilities	107,389,665	97,334,029	-	13,188,345
Deferred inflows of resources				
Pension	7,191,217	3,940,397	-	-
Deferred gain from advance refunding of	418,131	455,833	-	-
Total deferred inflows of	7,609,348	4,396,230	-	-
Net position, as restated				
Invested in capital assets, net of related debt	97,239,205	102,031,934	-	-
Restricted nonexpendable	12,873,853	11,519,279	1,545,356	1,498,475
Restricted expendable	4,041,565	4,147,691	1,985,184	1,553,223
Unrestricted	(49,058,297)	(53,994,977)	392,030	389,415
Total net position	\$ 65,096,326	\$ 63,703,927	\$ 3,922,570	\$ 3,441,113

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

## Appendix

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
(A Component Unit of the State of New Hampshire)  
Statements of Revenues, Expenses and Changes in Net Position  
Years Ended June 30, 2017 and 2016

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2017	Restated 2016	2017	Restated 2016
Operating revenues				
Tuition and fees	\$ 67,178,863	\$ 68,943,700	\$ -	\$ -
Less scholarships	(19,247,744)	(21,869,366)	-	-
Net tuition and fees	47,931,119	47,074,334	-	-
Grants and contracts	21,345,849	26,451,403	-	-
Contributions	-	-	608,595	1,171,705
Other auxiliary enterprises	3,578,354	3,155,812	-	-
Other operating revenue	4,169,419	4,113,948	-	-
Total operating revenues	77,024,741	80,795,497	608,595	1,171,705
Operating expenses				
Employee compensation and benefits	93,526,097	91,802,705	-	-
Other operating expenses	23,219,908	24,414,546	710,711	792,875
Utilities	2,898,154	2,889,918	-	-
Depreciation	8,383,889	8,182,157	-	-
Total operating expenses	128,028,048	127,289,326	710,711	792,875
Operating (loss) income	(51,003,307)	(46,493,829)	(102,116)	378,830
Nonoperating revenues (expenses)				
State of New Hampshire appropriations	43,775,000	42,500,000	-	-
Write-down of note receivable	-	(398,310)	-	-
Contributions for long-term purposes	-	-	46,881	28,476
Investment return used for operations	616,433	481,301	121,241	69,233
Investment return excluding amount used for operations	1,384,227	(848,639)	415,451	-
Interest expense on capital debt	(848,157)	(886,692)	-	-
Nonoperating revenues, net	44,927,503	40,847,660	583,573	97,709
(Loss) income before other changes in	(6,075,804)	(5,646,169)	481,457	476,539
Other changes in net position				
State of New Hampshire capital	5,421,823	7,727,797	-	-
Capital grants and contracts	661,185	1,506,179	-	-
Nonexpendable contributions	1,385,195	1,425,313	-	-
Total other changes in net position	7,468,203	10,659,289	-	-
Increase in net position	1,392,399	5,013,120	481,457	476,539
Net position, beginning of year, as previously stated	63,703,927	46,491,590	3,441,113	15,163,791
Prior period adjustment	-	12,199,217	-	(12,199,217)
Net position, beginning of year, as restated	63,703,927	58,690,807	3,441,113	2,964,574
Net position, end of year	\$ 65,096,326	\$ 63,703,927	\$ 3,922,570	\$ 3,441,113

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

## Appendix

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

#### Statements of Cash Flows

Years Ended June 30, 2017 and 2016

	Community College System of New Hampshire	
	2017	2016
Cash flows from operating activities		
Receipts from tuition and fees	\$ 48,078,384	\$ 46,720,364
Receipts from grants and contracts	22,136,326	27,882,703
Receipts from auxiliary enterprises	3,578,354	3,155,812
Payments to suppliers	(26,125,361)	(27,947,657)
Payments to employees	(91,444,221)	(92,570,010)
Other cash receipts	3,947,492	4,416,147
Net cash used for operating activities	(39,829,026)	(38,342,641)
Cash flows from noncapital financing activities		
State of New Hampshire appropriations	43,775,000	42,500,000
Contributions for long-term purposes	1,385,195	1,425,313
Net cash provided by noncapital financing activities	45,160,195	43,925,313
Cash flows from capital and related financing activities		
Appropriations from the State of New Hampshire for capital expenditures	4,204,533	10,314,834
Payments made to the State of New Hampshire for capital accounts payable	(3,333,064)	-
Capital grants and contracts received	661,185	1,506,179
Purchase of capital assets	(5,622,915)	(10,521,993)
Payments received on notes receivable	88,581	70,687
Proceeds from borrowing on other long-term liabilities	4,936,671	1,600,000
Principal on bonds payable and other liabilities	(3,783,878)	(2,758,288)
Interest on bonds payable and other liabilities	(885,859)	(943,246)
Net cash used for capital and related financing activities	(3,734,746)	(731,827)
Cash flows from investing activities		
Receipt of assets held by Foundation	13,757,410	-
Proceeds from sales and maturities of investments	-	1,483,194
Purchase of investments	(14,948,458)	-
Transfer of contributions to the Foundation	-	(1,425,313)
Interest and dividends received	318,860	67,292
Net cash (used for) provided by investing activities	(872,188)	125,173
Net increase in cash and cash equivalents	724,235	4,976,018
Cash and cash equivalents, beginning of year	9,231,390	4,255,372
Cash and cash equivalents, end of year	\$ 9,955,625	\$ 9,231,390

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

# Appendix

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

### Statements of Cash Flows (Concluded)

Years Ended June 30, 2017 and 2016

	Community College System of New Hampshire	
	2017	2016
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	\$ (51,003,307)	\$ (46,493,829)
Adjustments to reconcile operating loss to net cash used for operating activities		
Depreciation	8,383,889	8,182,157
Change in allowance	121,233	-
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		
Other current assets	17,019	119,481
Student loans receivable	65,113	57,567
Grants receivable	544,941	1,658,412
Deferred outflows of resources – pension	(13,068,725)	656,785
Accounts payable and accrued expenses	(191,215)	(542,457)
Accrued salaries and benefits	20,719	15,546
Deferred revenue and deposits	280,728	(341,310)
Net pension liability	11,879,062	2,074,357
Refundable advances	(129,303)	(215,357)
Deferred inflows of resources – pension	3,250,820	(3,513,993)
Net cash used for operating activities	\$ (39,829,026)	\$ (38,342,641)
Reconciliation of noncash		
Acquisition of capital assets	\$ 5,998,831	\$ 9,911,716
Less acquisition of capital assets included in accounts payable at year-end	(670,933)	(295,017)
Less acquisition of capital assets financed by capital leases	-	(279,734)
Add payments on short-term trade accounts used to finance acquisition of capital assets	295,017	1,185,028
Payments for the acquisition of capital assets	\$ 5,622,915	\$ 10,521,993

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

# Appendix

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

### Notes to Financial Statements

June 30, 2017 and 2016

#### **Nature of Business**

The Community College System of New Hampshire (CCSNH or the System) is comprised of the following colleges:

- NHTI - Concord's Community College (NHTI);
- Manchester Community College (MCC);
- Nashua Community College (NCC);
- Great Bay Community College (GBCC);
- Lakes Region Community College (LRCC);
- White Mountains Community College (WMCC); and
- River Valley Community College (RVCC).

CCSNH's main purpose is to provide a well-coordinated system of public community college education. CCSNH is governed by a single board of trustees with 22 voting members appointed by the Governor and Executive Council and 2 voting members who are full time students enrolled within CCSNH and are elected by the student body. CCSNH funds its operations through tuition, room and board, fees, grants, legacies and gifts, and state appropriations.

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.

#### **1. Summary of Significant Accounting Policies**

##### **Basis of Presentation**

The accompanying financial statements have been prepared using the economic resources focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

CCSNH has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

CCSNH's policy is to define operating activities in the statement of revenues, expenses and changes in net position as those that generally result from exchange transactions, such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as nonoperating revenues (expenses). These nonoperating revenues (expenses) include CCSNH's operating appropriations from the State, contributions, gain (loss) from the sale of capital assets, net investment income (loss), gifts received by the Foundation restricted for long-term purposes, and interest expense.

#### **Cash and Cash Equivalents**

Cash and cash equivalents in the statement of cash flows include unrestricted cash which is either held in demand deposit or short-term money market accounts, and highly-liquid savings deposits and investments with original maturities of three months or less when purchased.

#### **Student Loans Receivable**

The Federal Perkins Student Loan Program has provisions for deferment, forbearance and cancellation of the individual loans. Principal payments, interest, and losses due to cancellation are shared by the College and the U.S. Government in proportion to their share of funds provided. Such funds may be reloaned by CCSNH after collection. Amounts advanced by the federal government under this program are ultimately refundable and are classified as refundable advances.

Student loans receivable are stated at their unpaid principal balances adjusted for charge-offs and the allowance for loan losses. Interest income on student loans receivable is recorded when received. CCSNH provides for probable uncollectible amounts through a charge to expense and a credit to the allowance for loan losses based on its assessment of the current status of individual accounts. Balances that are still outstanding after the College has used reasonable collection efforts are written off through a charge to the allowance for loan losses and a credit to student loans receivable. Student loans receivable at June 30, 2017 and 2016 are reported net of an allowance for loan losses of \$524,473 and \$500,798, respectively.

Collections of the student loans receivable may not be used to pay current liabilities, as the proceeds are restricted for making new loans. Accordingly, the student loans receivable are recorded in the accompanying statements of net position as noncurrent assets.

#### **Investments**

CCSNH and the Foundation carry investments at their fair value. Fair value is estimated using the methods described in Note 8. Purchased and gifted securities are recorded at fair value on the date of the acquisition or gift, net of any brokerage fees. Realized and unrealized gains and losses in the investment portfolio are allocated on a specific-identification basis.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

#### **Capital Assets**

Capital assets are recorded at cost when purchased or constructed and at fair value at the date of donation. In accordance with CCSNH's capitalization policy, only equipment (including equipment acquired under capital leases), capital projects and internally-generated intangibles with a projected cost of \$5,000 or more are capitalized. Costs for maintenance, repairs and minor renewals and replacements are expensed as incurred. The costs of library materials are expensed as incurred.

Depreciation and amortization of assets acquired are recorded on a straight-line basis over the estimated useful lives of the related assets, principally as follows:

Buildings	40 years
Building and land improvements	20 years
Equipment and vehicles	5 years

When capital assets are retired or otherwise disposed of, the asset and accumulated depreciation accounts are adjusted and any resulting gain or loss is reflected in the statement of revenues, expenses and changes in net position.

#### **Note Receivable**

During the year ended June 30, 2015, GBCC sold its former Stratham New Hampshire Campus for \$2,750,000. The buyer paid cash of \$250,000 at closing and signed a note receivable to CCSNH for \$2,500,000. The note receivable is expected to be paid in monthly installments of \$13,865, including interest at 3%, through September 14, 2024. All outstanding principal and interest is expected to be repaid on October 14, 2024, which is expected to amount to approximately \$1,500,000. The note receivable balance as of June 30, 2017 and 2016 was \$1,756,782 and \$1,966,596, respectively. The balance at June 30, 2017 and 2016 is shown net of an allowance for loan losses of approximately \$520,000 and \$398,000, respectively.

Under the terms of an agreement with the State of New Hampshire (the State), the total proceeds will be repaid to the State in three installments of \$916,666. During the year ended June 30, 2016, CCSNH paid \$916,667 to the State. During 2017, CCSNH paid the final payment of \$916,667 to the State.

#### **Unearned Revenue and Deposits**

Unearned revenue and deposits consist primarily of deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year. Revenue from summer programs is recognized ratably over the applicable academic periods.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

##### **Compensated Absences**

Employees earn the right to be compensated during certain absences. The accompanying statements of net position reflect an accrual for the amounts earned, including related benefits ultimately payable for such benefit. A portion of this liability is classified as current and represents CCSNH's estimate of vacation time that will be paid during the next fiscal year to employees.

##### **Refundable Advances**

CCSNH participates in the Federal Perkins Loan Program, which is funded through a combination of federal and institutional resources. The portion of this program that has been funded with federal funds is ultimately refundable to the U.S. Government upon termination of CCSNH's participation in the program. The portion that would be refundable if the programs were terminated as of June 30, 2017 and 2016 has been included in the accompanying statements of net position as a noncurrent liability. The portion of this program that has been funded with institutional funds has been classified as restricted - nonexpendable since these funds can only be used on a revolving basis for loans during the time CCSNH participates in the Federal Perkins Loan Program.

##### **Net Pension Liability**

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the New Hampshire Retirement System (NHRS) and additions to/deductions from the NHRS's fiduciary net position has been determined on the same basis as it is reported by the NHRS. Detailed information about the Pension Plan's fiduciary net position is available in the separately issued NHRS annual report available from the NHRS website at <https://www.nhrs.org>. NHRS's financial statements are prepared using the accrual basis of accounting. Both plan member and employer contributions are recognized in the period in which contributions are legally due. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. Investments are reported at fair value. Investments in both domestic and non-U.S. securities are valued at current market prices and expressed in U.S. dollars. NHRS uses a trade-date accounting basis for these investments. Investments in non-registered commingled funds are valued at net asset value as a practical expedient to estimate fair value.

##### **Deferred Outflows and Inflows of Resources**

In addition to assets and liabilities, financial statements will sometimes report a separate section for deferred outflows and inflows of resources. Deferred outflows of resources represent a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense) until then. Deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

#### **Net Position**

GASB requires that resources be classified for accounting purposes into the following four net position categories:

**Invested in capital assets, net of related debt:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets, and increased or reduced by deferred inflows and deferred outflows related to those assets.

**Restricted - nonexpendable:** Net assets subject to externally-imposed conditions that CCSNH must maintain them in perpetuity.

**Restricted - expendable:** Net assets whose use is subject to externally-imposed conditions that can be fulfilled by the actions of CCSNH or by the passage of time.

**Unrestricted:** All other categories of net position. Unrestricted net position may be designated by actions of the CCSNH's Board of Trustees.

CCSNH has adopted a policy of generally utilizing restricted, expendable resources, when available, prior to unrestricted resources.

#### **Net Student Fees**

Student tuition, dining, residence, and other fees are presented net of scholarships applied to students' accounts.

#### **Contributions**

Contributions are recorded at their fair value at the date of gift. Promises to donate to CCSNH are recorded as receivables and revenues when the CCSNH has met all applicable eligibility and time requirements. Contributions to be used for endowment purposes are categorized as restricted nonexpendable. Other gifts are categorized as currently expendable. Pledges receivable, which are included in other current assets in the statements of net position, are reported net of amounts deemed uncollectible and after discounting to the present value of the expected future cash flows. Because of uncertainties with regard to their realizability and valuation, bequests and other intentions to give and conditional promises are not recognized as assets until the specified conditions are met.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

#### **Operating Revenues and Expenses**

Operating revenues consist of tuition and fees; federal, state and other grants and contracts; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and residential life and depreciation and amortization. All other revenues and expenses of the System are reported as other or nonoperating revenues and expenses, including state general appropriations, noncapital gifts, short-term investment income, interest expense and capital additions and deductions. Capital items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended for expenditure driven grants or, in the case of fixed-price contracts, when the contract terms are met or completed.

#### **Income Taxes**

The Internal Revenue Service has determined that CCSNH is a wholly-owned instrumentality of the State of New Hampshire and, as such, is generally exempt from federal income tax. The Foundation is exempt from income taxes because it is a 501(c)(3) organization.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2017 and 2016.

# Appendix

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

### Notes to Financial Statements

June 30, 2017 and 2016

#### **Use of Estimates in Financial Statement Preparation**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

#### **New Accounting Pronouncements Not Yet Effective**

In June 2015, GASB issued Statement No. 75, *Accounting and Reporting for Postemployment Benefits Other Than Pensions*. This statement establishes new accounting and financial reporting requirements for governmental entities whose employees are provided with other post-employment benefits (OPEB). In general, the provisions relating to reporting OPEB liabilities are effective for years beginning after June 15, 2017. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In June 2017, GASB issued Statement No. 87, *Leases*. This statement is effective for financial periods beginning after December 15, 2019, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

#### **Reclassifications**

Certain financial statement amounts in the 2016 financial statements have been reclassified to conform to the 2017 presentation.

## **2. Cash and Cash Equivalents**

Custodial credit risk is the risk that, in the event of bank failure, CCSNH's deposits may not be returned. Deposits are considered uninsured and uncollateralized if they are not covered by depository insurance and are (a) uncollateralized, (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in CCSNH's name.

As of June 30, 2017 and 2016, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately \$9,580,000 and \$8,680,000, respectively. Deposits held in noninterest-bearing transaction accounts are aggregated with any interest-bearing deposits, and the combined total amounts are insured up to the first \$500,000, \$250,000 per financial institution.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

### 3. Capital Assets

Capital asset activity for the year ended June 30, 2017 is summarized below:

	Beginning Balance	Additions	Retirement		Ending Balance
Land	\$ 924,340	\$ -	\$ -	\$ -	\$ 924,340
Construction-in-process	2,542,562	4,664,378	-	(3,072,340)	4,134,600
Total non-depreciable assets	3,466,902	4,664,378	-	(3,072,340)	5,058,940
Land improvements	6,726,714	27,496	-	-	6,754,210
Buildings and improvements	183,051,701	84,343	-	3,072,340	186,208,384
Equipment and vehicles	17,840,767	1,222,614	(445,624)	-	18,617,757
Total depreciable assets	207,619,182	1,334,453	(445,624)	3,072,340	211,580,351
Accumulated depreciation	(89,370,982)	(8,383,889)	445,624	-	(97,309,247)
Capital assets, net	\$121,715,102	\$ (2,385,058)	\$ -	\$ -	\$119,330,044

Capital asset activity for the year ended June 30, 2016 is summarized below:

	Beginning Balance	Additions	Retirements	Transfers	Ending Balance
Land	\$ 924,340	\$ -	\$ -	\$ -	\$ 924,340
Construction-in-process	12,404,071	7,119,810	-	(16,981,319)	2,542,562
Total non-depreciable assets	13,328,411	7,119,810	-	(16,981,319)	3,466,902
Land improvements	5,838,983	830,600	-	57,131	6,726,714
Buildings and	165,153,141	974,372	-	16,924,188	183,051,701
Equipment and vehicles	17,360,775	1,068,284	(588,292)	-	17,840,767
Total depreciable assets	188,352,899	2,873,256	(588,292)	16,981,319	207,619,182
Accumulated depreciation	(81,695,767)	(8,182,157)	506,942	-	(89,370,982)
Capital assets, net	\$119,985,543	\$ 1,810,909	\$ (81,350)	\$ -	\$121,715,102

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

#### 4. Long-Term Liabilities

Changes in long-term liabilities during the year ended June 30, 2017 were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Accrued salaries and benefits	\$ 10,352,279	\$ 20,719	\$ -	\$ 10,372,998	\$ 6,490,908
Due to the State	3,339,502	-	(3,333,064)	6,438	-
Refundable advances	684,253	-	(129,303)	554,950	-
Net pension liability	60,334,154	11,879,062	-	72,213,216	-
Bonds payable	16,998,665	4,936,671	(2,758,564)	19,176,772	2,122,925
Other long-term liabilities	2,850,318	-	(1,025,314)	1,825,004	114,335
<b>Long-term liabilities</b>	<b>\$ 94,559,171</b>	<b>\$ 16,836,452</b>	<b>\$ (7,246,245)</b>	<b>\$ 104,149,37</b>	<b>\$ 8,728,168</b>

During the year ended June 30, 2015, CCSNH received \$1,854,293 from the State to fund a certain capital project. During the year ended June 30, 2016, CCSNH incurred \$1,485,209 of additional costs related to that capital project. During the year ended June 30, 2017, the amounts previously received from the State for the project were converted to a bond payable.

Changes in long-term liabilities during the year ended June 30, 2016 were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Accrued salaries and benefits	\$ 10,336,733	\$ 15,546	\$ -	\$ 10,352,279	\$ 6,319,976
Due to the State	1,854,293	1,485,209	-	3,339,502	-
Refundable advances	899,610	-	(215,357)	684,253	-
Net pension liability	58,259,797	2,074,357	-	60,334,154	-
Bonds payable	18,774,928	-	(1,776,263)	16,998,665	1,818,111
Other long-term liabilities	1,952,609	1,879,724	(982,015)	2,850,318	1,023,614
<b>Long-term liabilities</b>	<b>\$ 92,077,970</b>	<b>\$ 5,454,836</b>	<b>\$ (2,973,635)</b>	<b>\$ 94,559,171</b>	<b>\$ 9,161,701</b>

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

#### Other Long-Term Liabilities

Future minimum payments under other long-term liabilities, which include capital leases, a note payable to the State (as discussed in Note 1), and a note payable to U.S. Department of Agriculture (USDA), as of June 30, 2017 are as follows:

Year ending June 30,	Principal	Interest	Total
2018	\$ 114,335	\$ 72,158	\$ 186,493
2019	93,650	64,567	158,217
2020	67,462	59,851	127,313
2021	65,251	55,719	120,970
2022	22,404	53,436	75,840
2023 - 2027	125,031	254,169	379,200
2028 - 2032	149,835	229,365	379,200
2033 - 2037	179,561	199,639	379,200
2038 - 2042	215,183	164,017	379,200
2043 - 2047	257,873	121,327	379,200
2048 - 2052	309,032	70,168	379,200
2053 - 2055	225,387	13,451	238,838
	<u>\$ 1,825,004</u>	<u>\$ 1,357,867</u>	<u>\$ 3,182,871</u>

During 2016, RVCC entered into an agreement with USDA in the amount of \$1,600,000 to finance the purchase a building in Lebanon, New Hampshire. The note payable is to be repaid over 40 years at a fixed interest rate of 3.625%. As of June 30, 2017 and 2016, the balance due to USDA was \$1,566,234 and \$1,584,929, respectively.

The original cost basis of leased capital assets as of June 30, 2017 and 2016 was \$279,734. Accumulated depreciation includes \$111,894 and \$94,571 as of June 30, 2017 and 2016 for the leased capital assets, respectively.

## Appendix

### COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE (A Component Unit of the State of New Hampshire) Notes to Financial Statements June 30, 2017 and 2016

#### **Bonds Payable**

Bonds payable consisted of the following at June 30:

	<u>2017</u>	<u>2016</u>
2006 Series A General Obligation Bonds (original principal of \$1,703,059) Serial bonds maturing through 2021 with annual principal payments from \$17,185 to \$246,814 and interest rates from 4.00% to 4.25%. These bonds were refunded as part of the issuance of the 2017		
Series A General Obligation bonds.	\$	- \$ 778,856
2008 Series A General Obligation Bonds (original principal of \$7,732,622) Serial bonds maturing through 2027 with annual principal payments from \$309,305 to \$463,960 and interest rates from 3.375% to 4.00%.	463,957	927,915
2008 Series C General Obligation Bonds (original principal of \$2,141,678) Serial bonds maturing through 2028 with annual principal payments from \$0 to \$128,504 and interest rates from 4.00% to 5.00%.	128,504	257,007
2009 Series A General Obligation Bonds (original principal of \$5,000,000) Serial bonds maturing through 2029 with annual principal payments from \$200,000 to \$300,000 and interest rates from 4.00% to 5.50%.	2,900,000	3,200,000
2010 Series A General Obligation Bonds (original principal of \$1,996,995) Serial bonds maturing through 2025 with annual principal payments from \$0 to \$666,111 and coupon interest rates from 2.00% to 5.00%.	1,790,892	1,850,716
2010 Series B General Obligation Bonds (original principal of \$1,055,090) Serial bonds maturing through 2020 with annual principal payments from \$115,501 to \$150,526 and interest rates from 3.00% to 4.00%.	434,476	568,251
2012 Series B General Obligation Bonds (original principal of \$6,000,000) Serial bonds maturing through 2032 with annual principal payments from \$240,000 to \$360,000 and interest rates from 2.64% to 4.15%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	4,320,000	4,920,000
2013 Series B General Obligation Bonds (original principal of \$2,000,000) Serial bonds maturing through 2033 with annual principal payments from \$79,763 to \$133,446 and interest rates from 4.00% to 4.68%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	1,439,458	1,733,107
2014 Series A General Obligation Refunding Bonds (original principal of \$2,762,813) maturing through 2028 with annual principal payments beginning in 2018 ranging from \$34,564 to \$102,325 and interest rates from 1.50% to 5.00%.	2,762,813	2,762,813

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

2016 Series A General Obligation Refunding Bonds (original principal of \$921,602) maturing through 2028 with annual principal payments beginning in 2018 ranging from \$36,734 to \$192,626 and interest

rates from 1.88% to 2.50%.

**921,602**

-

2017 Series A General Obligation Bonds (original principal of \$4,015,070) maturing through 2036 with annual principal payments beginning in 2018 ranging from \$160,464 to \$267,756 and interest rates from

2.25% to 4.80%.

**4,015,070**

-

**\$ 19,176,772** \$ 16,998,665

During the year ended June 30, 2015, CCSNH issued \$2,762,813 in General Obligation Refunding Bonds with an average interest rate of 4.8% to advance refund \$3,285,882 of outstanding 2005 Series A General Obligation Bonds, 2008 Series C General Obligation Bonds, and 2008 Series A General Obligation Bonds with an average interest rate of 4.5%. The difference between the reacquisition price and the net carrying amount of the old debt of approximately \$523,000 was recorded as a deferred inflow of resources and will be recognized in the statement of revenues, expenses and changes in net position on an annual basis through the year 2028 using the effective-interest method. CCSNH completed the refunding to reduce its total debt service payments of the next 13 years by approximately \$552,000 and to obtain an economic gain (difference between the present values of the old and new debt service payments) of approximately \$380,000. At June 30, 2017 and 2016, the unamortized deferred gain from advance refunding of the bonds was \$418,131 and \$455,833, respectively.

Principal and interest payments on bonds payable for the next five years and in subsequent five-year periods are as follows at June 30, 2017:

Year ending June 30,	Principal	Interest	Total
2018	\$ 2,122,925	\$ 841,757	\$ 2,964,682
2019	2,160,870	737,822	2,898,692
2020	2,104,679	631,289	2,735,968
2021	1,571,612	542,589	2,114,201
2022	1,450,456	475,717	1,926,173
2023 - 2027	5,781,876	1,444,927	7,226,803
2028 - 2032	3,022,737	416,385	3,439,122
2033 - 2037	961,617	58,741	1,020,358
	<u>\$ 19,176,772</u>	<u>\$ 5,149,227</u>	<u>\$ 24,325,999</u>

Interest expense related to the bonds for the years ended June 30, 2017 and 2016 was \$768,390 and \$825,200, respectively.

# Appendix

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

### Notes to Financial Statements

June 30, 2017 and 2016

#### **5. Defined Benefit Pension Plan**

CCSNH participates in the NHRS, which, as governed by Revised Statutes Annotated (RSA) 100A, is a public employee retirement system that administers a cost-sharing, multiple-employer pension plan (Pension Plan). NHRS is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the NHRS. The provisions of the Pension Plan can be amended only by legislative action taken by the New Hampshire State Legislature, pursuant to the authority granted it under the New Hampshire State Constitution.

The NHRS pension plan and trust was established in 1967 by RSA 100-A:2. The Pension Plan is a contributory, defined benefit plan providing service, disability, death and vested retirement benefits to members and their beneficiaries. Although benefits are funded by member contributions, employer contributions and trust fund assets, NHRS computes benefits on the basis of members' Average Final Compensation (AFC) and years of creditable service. Unlike a defined contribution plan, NHRS benefits provided to members are not dependent upon the amount of contributions paid into the NHRS or the investment return on trust assets.

To qualify for a normal service retirement, members must have attained 60 years of age. However, a member who commenced service on or after July 1, 2011 shall not receive a service retirement allowance until attaining 65 years of age. The member may receive a reduced allowance after age 60 if the member has at least 30 years of creditable service. The allowance shall be reduced based on a formula, for each month by which the date on which benefits commence precedes the month after which the member attains 65 years of age, by  $\frac{1}{4}$  of one percent.

For members retiring prior to the age of 65, the yearly pension amount is 1.67% of AFC multiplied by years of creditable service. For members retiring at 65 or older, the yearly pension amount is 1.52% of AFC multiplied by years of creditable service. For members vested prior to January 1, 2012, AFC is based on the highest three years of creditable service. For members not vested prior to January 1, 2012, or hired on or after July 1, 2011, AFC is based on a member's highest five years of creditable service. At age 65, the yearly pension amount is recalculated with an appropriate graduated reduction based on years and months of creditable service that the member has at the time of retirement.

#### **Contributions Required and Made**

The Pension Plan is financed by contributions from the members, CCSNH, and investment earnings. Contributions required to cover that amount of cost not met by the members' contributions are determined by a biennial actuarial valuation by the Pension Plan's actuary. By statute, the Board of Trustees of NHRS is responsible for the certification of employer contribution rates, which are determined through the preparation of biennial valuations of NHRS's assets by NHRS's actuary using the entry-age normal cost method.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

Commencing July 1, 2011, all Group I employees are responsible to accrue contributions at 7.00% of covered payroll.

In terms of the employer share of contributions made to the Pension Plan, the pension contribution rate for Group I employees was 12.50% of covered payroll for the two-year period ended June 30, 2017. Effective July 1, 2017, the contribution rate decreased to 12.15% and will remain fixed through June 30, 2019.

For the years ended June 30, 2017 and 2016, employer contributions to the Pension Plan were \$5,080,526 and \$5,090,600, respectively.

#### **Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2017 and 2016, respectively, CCSNH reported a liability of \$72,213,216 and \$60,334,154 for its proportionate share of the net pension liability. The 2016 net pension liability is based on an actuarial valuation performed as of June 30, 2015 and a measurement date of June 30, 2016. The net pension liability was rolled forward from June 30, 2015 to June 30, 2016. CCSNH's proportion of the net pension liability was based on a projection of CCSNH's long-term share of contributions to the Pension Plan relative to the projected contributions of all participating employers, as actuarially determined. At June 30, 2017 and 2016, CCSNH's proportion of the net pension liability was 1.3580% and 1.5230%, respectively.

During the years ended June 30, 2017 and 2016, CCSNH recognized pension expense of \$6,913,814 and \$4,197,027, respectively.

At June 30, 2017, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 200,680	\$ 911,873
Changes in assumptions	8,887,151	-
Net difference between projected and actual investment earnings on pension plan investments	4,518,030	-
Changes in proportion and differences between employer contributions and share of contributions	1,374,359	6,279,344
Contributions subsequent to the measurement date	5,080,526	-
Balances as of June 30, 2017	\$ 20,060,746	\$ 7,191,217

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

At June 30, 2016, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 1,323,973
Net difference between projected and actual investment earnings on pension plan investments	-	1,612,502
Changes in proportion and differences between employer contributions and share of contributions	1,901,421	1,003,922
Contributions subsequent to the measurement date	5,090,600	-
Balances as of June 30, 2016	\$ 6,992,021	\$ 3,940,397

Amounts reported as deferred outflows related to pensions resulting from CCSNH contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a decrease in pension expense as follows:

<u>Year ending June 30,</u>	
2018	\$ 1,439,520
2019	1,439,520
2020	2,863,237
2021	1,980,763
2022	65,963
	<u>\$ 7,789,003</u>

The total pension liability was determined by a roll-forward of the actuarial valuation as of June 30, 2016 using the following actuarial assumptions, which, accordingly, apply to 2017 measurements:

Inflation	2.5%
Salary increases	5.60% average, including inflation
Investment rate of return	7.25%, net of investment expense, including inflation

The total pension liability was determined by a roll-forward of the actuarial valuation as of June 30, 2015 using the following actuarial assumptions, which, accordingly, apply to 2016 measurements:

Inflation	3.0%
Salary increases	3.75 - 5.8% average, including inflation
Investment rate of return	7.75%, net of investment expense, including inflation

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

Mortality rates were based on the RP-2014 employee generational mortality tables for males and females, adjusted for mortality improvements using Scale MP-2015, based on the last experience study.

The actuarial assumptions used in the June 30, 2015 valuation were based on the results of the most recent actuarial experience study, which was for the period of July 1, 2010 to June 30, 2015.

#### **Long-Term Rates of Return**

The long-term expected rate of return on pension plan investments was selected from a best-estimate range determined using the building-block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return net of investment expenses by the target asset allocation percentage and by adding expected inflation.

The following table presents target allocations and the geometric real rates of return for 2015 and 2016:

Asset Class	Target Allocation 2016	Target Allocation 2015	Weighted Average Long-Term Expected Real Rate of Return	
			2016	2015
Large cap equities	22.50 %	22.50 %	4.25 %	3.00 %
Small/mid cap equities	7.50	7.50	4.50	3.00
Total domestic equity	30.00	30.00		
International equities (unhedged)	13.00	13.00	4.75	4.00
Emerging international equities	7.00	7.00	6.25	6.00
Total international equities	20.00	20.00		
Core bonds	5.00	4.50	0.64	(0.70)
Short duration	2.0	2.50	(0.25)	(1.00)
Global multi-sector fixed income	11.00	11.00	1.71	0.28
Unconstrained fixed income	7.00	7.00	1.08	0.16
Total fixed income	25.00	25.00		
Private equity	5.00	5.00	6.25	5.50
Private debt	5.00	5.00	4.75	4.50
Opportunistic	5.00	5.00	3.68	2.75
Total alternative investments	15.00	15.00		
Real estate	10.00	10.00	3.25	3.50
Total	100.00 %	100.00 %		

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

##### **Discount Rate**

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the pension plan's actuarial funding policy and as required by RSA 100-A:16. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

##### **Sensitivity Analysis**

The following presents CCSNH's proportionate share of the net pension liability calculated using the discount rate of 7.25%, as well as what CCSNH's proportionate share of the pension liability would be if it were calculated using a discount rate that is 1 percentage-point lower or 1 percentage point higher than the current rate:

	Current		
	1% Decrease	Discount Rate	1% Increase
	<u>(6.25%)</u>	<u>(7.25%)</u>	<u>(8.25%)</u>
CCSNH's proportionate share of the net			
pension liability	\$ 92,789,064	\$ 72,213,216	\$ 55,148,812

#### **6. Other Post-Employment Benefits**

Pursuant to RSA 100-A:52, RSA 100-A:52-a and RSA 100-A:52-b, NHRS administers four defined benefit, post-employment, medical-subsidiary healthcare plans designated in statute by membership type. The four plans are Group II Police Officer and Firefighters, Group I Teachers, Group I Political Subdivision Employees and Group I State Employees (collectively, the OPEB Plans).

The OPEB Plans provide a medical insurance subsidy to qualified retirement members. The medical subsidy is a payment made by NHRS toward the cost of health insurance for a qualified retiree, his/her spouse, and his/her certifiably-dependent children with a disability who are living in the household and being cared for by the retiree. Under specific conditions, the qualified beneficiaries of members who die while in service may also be eligible for the medical subsidy.

Plan members are not required to contribute to the OPEB Plans. CCSNH makes annual contributions to the OPEB Plans equal to the amount required by RSA 100-A:52, which was 1.6% of covered compensation during the years ended June 30, 2017 and 2016. CCSNH's contributions to NHRS for the OPEB Plans for the years ended June 30, 2017 and 2016 were \$694,802 and \$738,178, respectively, which were equal to its annual required contributions.

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

#### 7. Contingencies and Commitments

##### Operating Lease Obligations

CCSNH leases certain equipment and real estate under leases with terms exceeding one year. Future minimum lease payments under non-cancelable operating leases (with initial or remaining lease terms in excess of one year) as of June 30, 2017 are as follows:

<u>Year ending June 30,</u>		
2018	\$	1,370,951
2019		1,130,975
2020		573,448
2021		362,602
2022		188,999
		<hr/>
	\$	3,626,975

Total expense related to operating leases (with initial or remaining lease terms in excess of one year) amounted to \$1,231,181 and \$901,837 for the years ended June 30, 2017 and 2016, respectively. CCSNH signed additional operating leases after June 30, 2017 with total commitments of approximately \$330,000 with various expiration dates ranging through the year ending June 30, 2019.

##### Union Contracts

Substantially all of CCSNH's employees are covered by a collective bargaining agreement, except for executive officers and confidential personnel. As of March 2017, CCSNH full-time faculty were represented by the NH Higher Education Union (NHHEU), which is part of the International Brotherhood of Electrical Workers (IBEW), 2320. CCSNH staff are currently represented by the State Employees' Association of New Hampshire, Inc. (SEA), which is part of the Service Employees International Union Local 1984, CTW, CLC (SEIU). The current collective bargaining agreement for full-time and part-time staff has a period of October 25, 2017 through September 30, 2019. The collective bargaining agreement for full-time faculty expired on June 30, 2015, however, the provisions of the collective bargaining agreement remain in place due to an evergreen provision. CCSNH and the NHHEU are currently engaged in contract negotiations for the full-time faculty bargaining unit.

Certain adjunct faculty of CCSNH are covered by a collective bargaining agreement, separate from the agreement described in the previous paragraph, and are represented by the State Employees' Association of New Hampshire, Inc., which is part of the Service Employees International Union Local 1984, CTW, CLC. The current collective bargaining agreement has a period of October 25, 2017 through December 31, 2018.

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

##### Contingencies

CCSNH participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

CCSNH is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable but, in the opinion of management, the amount of ultimate liability would not have a significant impact on CCSNH's financial condition.

##### Commitments

CCSNH has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2017:

	Expended through June 30, 2017	Committed Future Costs	Total Committed Costs of Project
MCC	3,928,285	3,488,882	7,417,167
NCC	171,126	140,824	311,950
WMCC	10,780	335,979	346,759
Total	\$ 4,110,191	\$ 3,965,685	\$ 8,075,876

At June 30, 2017 and 2016, invoices related to construction projects of \$670,933 and \$295,017, respectively, were included in accounts payable.

## 8. Investments

##### Fair Value Measurement

GASB Statement No. 72, *Fair Value Measurement and Application*, establishes a fair value hierarchy for investments that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to measurements involving significant unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy are as follows:

- ☐ Level 1: Inputs are unadjusted, quoted prices in active markets for identical assets at the measurement date. The types of assets carried at Level 1 fair value generally are securities listed in active markets. The Foundation has valued its investments, listed on national exchanges, at the last sales price as of the day of the valuation.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

- Level 2: Inputs are based upon quoted prices for similar instruments in active markets, quoted prices for identical or similar instruments in markets which are not active, and model-based valuation techniques for which all significant assumptions are observable in the market or can be corroborated by observable market data for substantially the full term of the asset or liability. The fair values are therefore determined using model-based techniques that incorporate these inputs.
- Level 3: Inputs are generally unobservable and typically reflect management's estimates of assumptions that market participants would use in pricing the asset or liability. The fair values are therefore determined using model-based techniques that include discounted cash flow models and similar techniques.

The inputs or methodology used for valuing investments are not necessarily an indication of the risk associated with those investments.

#### **CCSNH**

CCSNH operating investments consist of an investment in a short-term bond mutual fund. The fund targets a dollar-weighted average maturity of 0.75 years or less and invests in U.S dollar-denominated money market and high-quality, investment-grade debt securities, primarily in the financial service industry. The fund's investments in fixed-rate securities have a maximum maturity of two years and investments in floating-rate securities have a maximum maturity of three years.

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, CCSNH will not be able to recover the value of the investment or collateral securities that are in possession of an outside party. Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of CCSNH, and are held by either the counterparty or the counterparty's trust department or agency, but not in CCSNH's name.

As of June 30, 2017 and 2016, CCSNH's investments included in the statements of net position were exposed to custodial credit risk. The investments were held by the counterparty, in the name of CCSNH.

## Appendix

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

#### Notes to Financial Statements June 30, 2017 and 2016

Investments held by CCSNH were comprised of the following at June 30, 2017:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equity mutual funds	\$ 10,238,067	\$ -	-
Fixed-income mutual funds	<u>14,366,476</u>	-	-
Total	\$ <u>24,604,543</u>	<u>\$ -</u>	<u>-</u>

Investments held by CCSNH were comprised of the following at June 30, 2016:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Assets held by Foundation	\$ 13,183,889	\$ -	<u>-</u>
Fixed-income mutual funds	<u>8,547,806</u>	-	-
Total	\$ <u>21,731,695</u>	<u>\$ -</u>	<u>-</u>

A summary of fixed-income mutual fund maturities as of June 30, 2017 is as follows:

<u>Amount</u>	<u>Maturities</u>
\$ 4,202,850	5.4 years
315,543	3.5 years
179,276	3.0 years
<u>9,668,807</u>	Less than a year
\$ <u>14,366,476</u>	

The maturities are the weighted averages of the debt securities in which the funds invest.

The System has not defined a limit in its investment policies regarding the amount that can be placed with one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. As of June 30, 2017, individual investments representing more than 5% of the System's investments were as follows:

	<u>Percentage of Investments</u>	
Fidelity Conservative Income Bond	35.3	%
Strategic Advisors Core Fund	12.0	
Strategic Advisors Growth Fund	5.6	
Strategic Advisors Value Fund	5.7	
Strategic Advisors International Fund	8.9	
Strategic Advisors Core Income Fund	17.2	

During the year ended June 30, 2017, certain investments previously managed by and held at the Foundation were transferred to the System.

## Appendix

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

#### Notes to Financial Statements

June 30, 2017 and 2016

#### **Community Colleges of New Hampshire Foundation**

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment funds, while also maintaining the purchasing power of those endowment assets over the long-term. Accordingly, the investment process seeks to achieve an after-cost total real rate of return, including investment income as well as capital appreciation, which exceeds the annual distribution with acceptable levels of risk. Endowment assets are invested in a well-diversified asset mix, which includes equity and debt securities, that is intended to result in a consistent inflation-protected rate of return that has sufficient liquidity to make an annual distribution of 4% while growing the funds, if possible. Actual returns may vary from this amount. Investment risk is measured in terms of the total endowment fund; investment assets and allocation between asset classes and strategies are managed to not expose the fund to unacceptable levels of risk.

Investments held by the Foundation were comprised of the following at June 30, 2017:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equities	\$ 2,892,038	\$ -	\$ -
Fixed-income	840,703	-	-
Total	\$ 3,732,741	\$ -	\$ -

Investments held by the Foundation were comprised of the following at June 30, 2016:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equities	\$ 10,694,664	\$ -	-
Fixed-income	1,671,093	1,513,162	-
Real estate - public real estate investment trusts	1,246,034	-	-
Tangible assets - commodities	491,432	-	-
Total		\$ 14,103,223	\$ 1,513,162 \$ -

The fair value of a financial instrument is the current amount that would be exchanged between willing parties, other than in a forced liquidation. Fair value is best determined based upon quoted market prices. However, in many instances, there are no quoted market prices for the Foundation's various financial instruments. In cases where quoted market prices are not available, fair values are based on estimates using present value or other valuation techniques. Those techniques are significantly affected by the assumptions used, including the discount rate and estimates of future cash flows. Accordingly, the fair value estimates may not be realized in an immediate settlement of the instrument.

# Appendix

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

### Notes to Financial Statements

June 30, 2017 and 2016

#### **9. Risk Management**

CCSNH is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; and natural disaster for which CCSNH carried insurance.

CCSNH has insurance coverage that includes automotive, crime, employment practices, fire, general liability, pollution, theft, and workers' compensation. There have been no significant changes in insurance coverage during the past fiscal year. Settlements did not exceeds coverage amounts during fiscal years 2017 and 2016.

#### **10. Prior Period Adjustment**

The 2016 financial statements have been restated to present investments and related activity previously presented under the Foundation as assets and net position of CCSNH, as the Foundation was the fiscal agent of CCSNH with respect to these investments. The restatement resulted in an increase in net position as of July 1, 2015 of \$12,199,217 for CCSNH and a decrease in net position for the Foundation for the same amount. Investment income and contributions for 2016 were also reclassified from the Foundation to CCSNH in the statement of revenues, expenses and changes in net position resulting in an increase in the change in net position for CCSNH of \$984,674 and a decrease in the change in net assets for the Foundation of the same amount.

## Appendix

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### REQUIRED SUPPLEMENTARY INFORMATION

# Appendix

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

### Schedule of Funding Progress (Unaudited)

June 30, 2017

#### Schedule of Collective Net Pension Liability \*

	June 30,			
Employer proportion of the collective net pension liability	1.3580 %	1.5230 %	1.5521 %	1.4834 %
Employer's proportionate share of the collective net pension liability	\$72,213,216	\$60,334,154	\$58,259,797	\$63,843,950
Employer's covered-employee payroll	\$39,462,000	\$38,603,000	\$47,442,000	\$43,413,000
Employer's proportionate share of the collective net pension liability as a percentage of the employer's covered employee-payroll	183 %	156 %	123 %	147 %
Plan fiduciary net position as a percentage of the total pension liability	58.30 %	65.47 %	66.32 %	59.81 %

\* Schedule is intended to show 10 years. Additional years will be added as they become available.

#### Schedule of Employer Contributions \*

	June 30				
	2017	2016	2015	2014	2013
Required employer contribution	\$ 5,080,526	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122
Actual employer contribution	\$ 5,080,526	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122
Excess/(deficiency) of employer contributions	\$ -	\$ -	\$ -	\$ -	\$ -
Employer's covered-employee payroll	\$35,391,000	\$39,462,000	\$38,603,000	\$47,442,000	\$43,413,000
Employer contribution as a percentage of the employer's covered-employee payroll	14.36 %	12.90 %	13.24 %	10.38 %	8.50 %

\* Schedule is intended to show 10 years. Additional years will be added as they become available.

## Appendix

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

#### Schedule of Funding Progress (Unaudited) (Concluded) June 30, 2017

##### Notes to the Required Supplementary Information

Valuation date: June 30, 2009 for determining the Fiscal Year 2013 contributions

June 30, 2011 for determining the Fiscal Year 2014 contributions

June 30, 2013 for determining the Fiscal Year 2015 contributions

June 30, 2014 for determining the Fiscal Year 2016 contributions

June 30, 2015 for determining the Net Pension Liability

Changes of assumptions: The roll-forward of total pension liability from June 30, 2014 to June 30, 2015 reflects expected service cost and interest reduced by actual benefit payments and administrative expenses.

Actuarial determined contribution rates for the 2012-2013 biennium were determined based on the June 30, 2009 actuarial valuation.

Actuarial determined contribution rates for the 2014-2015 biennium were determined based on the June 30, 2011 actuarial valuation.

Actuarial determined contribution rates for the 2016-2017 biennium were determined based on the June 30, 2013 actuarial valuation.

Actuarial determined contribution rates for the 2018-2019 biennium were determined based on the June 30, 2015 actuarial valuation.

For amounts reported in 2016 and later, the mortality table used was changed from RP-2000 Mortality Table projected to 2020 with Scale AA used in 2015 and 2014 to RPH-2014 Employee Generational Mortality Table adjusted for mortality improvements using Scale MP-2015.

For amounts reported in 2016 and later, the discount rate as well as the investment rate of return used to measure the total pension liability were decreased to 7.25% from the rates of 7.75% used in 2015, 2014 and 2013.

For amounts reported in 2016 and later, the assumed inflation rate used to measure the total pension liability was increased to 2.5% from the rates of 3.0% used in 2015, 2014 and 2013.

For amounts reported in 2016 and later, the assumed salary increase rate used to measure the total pension liability was changed to 5.60% from the rates of 3.75% to 3.8% used in 2015, and 3.75% to 5.8% used in 2014 and 2013.

# Appendix

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## Workroom and Electronic Documents

### **Standard 1**

2018-21 Strategic Plan

Mission Statement

Vision Statement

CCSNH Mission

### **Standard 2**

2014 Strategic Plan

Academic Goals for AY 16-17

Academic Goals for AY 17-18

Automotive Conceptual Site Plans

CCSNH Capital Planning and Development Manual

CCSSE Key Findings Report

Library Plan

Program Review Form

Program Review Schedule

### **Standard 3**

Faculty/Staff Handbook

College Catalog

# Appendix

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## **Standard 4**

Selective sample of course evaluations

Selective sample of course syllabi

Selective sample of Program Reviews

Program Review including Advisory Committee Surveys

## **Standard 5**

Professional Development Request Form

Student Handbook

Selective Sample of Student Surveys

CCSSE Surveys (Community College Survey of Student Engagement)

## **Standard 6**

Faculty Collective Bargaining Agreement

Staff Collective Bargaining Agreement

Adjunct Collective Bargaining Agreement

## **Standard 7**

Financial Resources

Technology Plan

Disaster Recovery Plan

## **Standard 8**

Academic Philosophy

Graduate Satisfaction Data

# Appendix

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## Glossary of Common Terms

A.A. – Associate of Arts degree

A.A.S. – Associate of Applied Science degree

Academic Honesty – The “original thinking and honesty central to a college education and the college environment”.

Accuplacer – A placement test incorporating Math and English knowledge.

ACEN – Commission for Education in Nursing

ACTION – Adjunct Continued Training Inclusion and Onboarding

ADA – Americans with Disabilities Act

ALT – Academic Leadership Team

Articulation Agreements – Formal agreement between two or more colleges or universities used to document particular transfer policies for an academic program.

ASC – Academic Standing Committee

ASEP – Automotive Service Educational Program

APCC – Academic Policy and Curriculum Committee

A.S. – Associate of Science degree

Banner – computer information system

BIT – Behavioral Intervention Team

BOT – Board of Trustees

CAB – College Advisory Board

Canvas – Learning Management System

CAT – Center for Arts and Technology

CBA – Collective Bargaining Agreement

CCA – Complete College America

CCC – Campus Coordinating Council

CCSNH – Community College System of New Hampshire

## Appendix

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CCSSE – Community College Survey of Student Engagement

CEO – Chief Executive Officer

CFO – Chief Financial Officer

CIHE – Commission for Institutions of Higher Education

CLT – College Leadership Team

Continuing Education Credits – Required as part of a license or certification renewal process.

Credit by Exam – Allows a student the ability to challenge a course without registering for the course, while earning the college credits for that course.

CTCI – Commission on Technical and Career Institutions

CWD – College for Workforce Development

DANTES – Defense Activity for Nontraditional Education Support

Degree Works – Online system that helps students stay on track with their academic program utilizing degree audits.

DEMO – Director of Enrollment Management and Onboarding

DLC – Distance Learning Committee

Early College – Initiative that allows students to take a mixture of high school and college classes to earn their high school diploma and an associate degree.

eStart – Dual credit program that allows NH high school students the opportunity to earn high school and college credit simultaneously through 100% online instruction.

EMT – Emergency Medical Technician

Experiential Learning – Process of learning through “hands-on” experience.

FAFSA – Free Application for Federal Student Aid

FEMA – Federal Emergency Management Agency

FERPA – Family Educational Rights and Privacy Act

FESHE – Fire and Emergency Services Higher Ed

Fifteen to Finish – Initiative to encourage students to enroll in at least 15 credits per semester to graduate on time.

FTF – Full-Time Faculty

GED – General Equivalency Diploma

## Appendix

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Guided Pathways – Pre-determined pathway that is standard for most students.

High School Articulation – Process that transitions a student seamlessly from one educational institution to another.

Humanities Collaborative – Network of colleges working with UNH.

Hybrid – Course that incorporates some face-to-face contact coupled with online learning.

IPEDS – Integrated Postsecondary Education Data System

IT – Information Technology

JAWS – Jobe Access With Speech

LBA – Legislative Budget Assistant

LMS – Learning Management System

LRCC – Lakes Region Community College

LRCC Alerts – System of notifying students of important college-related information.

LRGH – Lakes Region General Hospital

myCCSNH website – Provides online resources to community college system employees.

Navigate – Advising tool to assist students in achieving their academic goals.

NCLEX – National Council Licensure Exam (Nursing)

NEASC – New England Association of Colleges and Schools

NHES – New Hampshire Employment Security

NH Transfer – Database providing support for NH students to map out a pathway to their degree completion.

PAC – President’s Advisory Council

Perkins – Funds granted to assist local community colleges in developing academic and technical skills for students pursuing technical education programs.

PAT – Professional and Technical Staff

Program Review – Process of assessing educational effectiveness

RS - Running Start

SAFE – Student Assistance Funds for Emergencies

SALT – Student and Academic Leadership Team

## Appendix

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SIS – Student Information System

SJD – Supplemental Job Description

SLT – System Leadership Team

SNHU – Southern New Hampshire University

Strategic Plan – Process of implementing an organization’s strategy or direction.

TEAS – Test of Essential Academic Skills

TLCC – The Teaching Learning and Career Center

Transfer credits – Credits that are accepted in from outside colleges to be applied to a particular degree or certificate.

Toyota T-TEN – Toyota’s Technician and Education Network

USNH – University System of New Hampshire

UNH – University of New Hampshire

VPAA – Vice President of Academic Affairs

VPACA – Vice President of Academic and Community Affairs

VPASA – Vice President of Academic and Student Affairs

VPSA – Vice President of Student Affairs

Winterim – College “term” typically held for one or two weeks in the month of January.

WorkReadyNH – Workforce development program aimed at training individuals on specific skills employers are seeking (meets the needs of job seekers as well as employers).

Workforce Development – Helping connect job seekers with employers through continuous training of skills.