

# **NH Community Technical College**

*Serving Rockingham and Strafford Counties*

**New Hampshire Community Technical College  
Stratham/Portsmouth**

## **NEASC Accreditation Self-Study**

*September 2007*

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- Occupational training at the technical or semi-professional level (degree)
- Two-year programs designed for full transfer to a baccalaureate degree
- Teacher preparatory
- Professional
- Other

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                    \_\_\_\_\_ credit hours  
 c) Professional                \_\_\_\_\_ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	<b>334</b>		<b>334</b>
Part-time student headcount	<b>697</b>		<b>697</b>
FTE	<b>770.41</b>		<b>770.41</b>

b) Number of students (headcount) in non-credit, short-term courses: **247**

1. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

**Automotive Technology and T-TEN Program: National Automotive Technician Education Foundation (NATEF)**

**Business Studies: Association of Collegiate Business Schools & Programs (ACBSP)**

**Nursing: National League for Nursing Accrediting Commission (NLNAC) & New Hampshire Board of Nursing and Nurse Registration**

**Surgical Technology: Commission on Accreditation of Allied Health Education Programs (CAAHEP)**

**Veterinary Technology: Commission on Veterinary Technology Education and Activities (CVTEA)**

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

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	Full degrees?	50% or more?	Courses only?	FTE Enrollmentxxx
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		<b>Computer Technology</b>		<b>35.75</b>
B. Out-of-state Locations				
C. International Locations				

14. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

Name of Program	Degree Level	% Online	Students
<b>Early Childhood Education</b>	<b>Certificate, Family Child Care Provider</b>	<b>100%</b>	<b>34</b>
<b>Accounting</b>	<b>Associate</b>	<b>50% or more</b>	<b>42</b>
<b>Management</b>	<b>Associate</b>	<b>50% or more</b>	<b>42</b>
<b>Marketing</b>	<b>Associate</b>	<b>50% or more</b>	<b>18</b>
<b>Liberal Arts</b>	<b>Associate</b>	<b>50% or more</b>	<b>393</b>

15. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

Name of Contractor	Location	Name of Program	Degree Level	% of degree
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- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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



## **INVENTORY OF SPECIALIZED ACCREDITATIONS**

*NEASC's Revised Standards require program review with an external perspective (4.9). Specialized programmatic accreditation can*



		rate 3. Develop comprehensive measures of evaluation	
AVMA –CVTEA American Veterinary Medical Association-Committee on Vet Tech. Education and Activities	2003 – Complete Accreditation and site visit Sept. 2006 continued annual re-accreditation	Critical recommendation: The Institutional Care & Use Committee become functional Major recommendation: Library holdings and computer stations continue to be increased Minor recommendations: 1. Planned admission standards be put into effect 2. A simulated crash cart be present in mock surgery 3. The salary of the program director be increased 4. Industry representation be added to the advisory board 5. The acquisition of a mock radiographic machine be explored 6. Student organization be developed and affiliated with the NHVTA and the NAVTA 7. An intravenous pump be acquired 8. Program faculty become members of the Assoc of Vet Tech Educators and their attendance at the biennial symposia be supported 9. Continuing education offerings supported by the program be credited to the program 10. Efforts have been made to fix the recurring problem with the heating system in the program facility.	Passing the Vet Tech National Exam with a 70%
National Automotive Technician Education Foundation (NATEF) - Automotive Technology Program - T-TEN Program	April 2006	- Shop equipment updates required for continued accreditation: specifically, alignment, tire changing, and wheel balancing equipment were > 20 years old. Equipment was replaced as a condition of continuing accreditation (completed.)	

**New Hampshire Community Technical College – Organizational Charts  
Stratham/Portsmouth**



**New Hampshire Community Technical College  
Academic Affairs**

Executive Secretary  
VPAA Secretary  
Elise McKay

**New Hampshire Community Technical College  
Student Services**

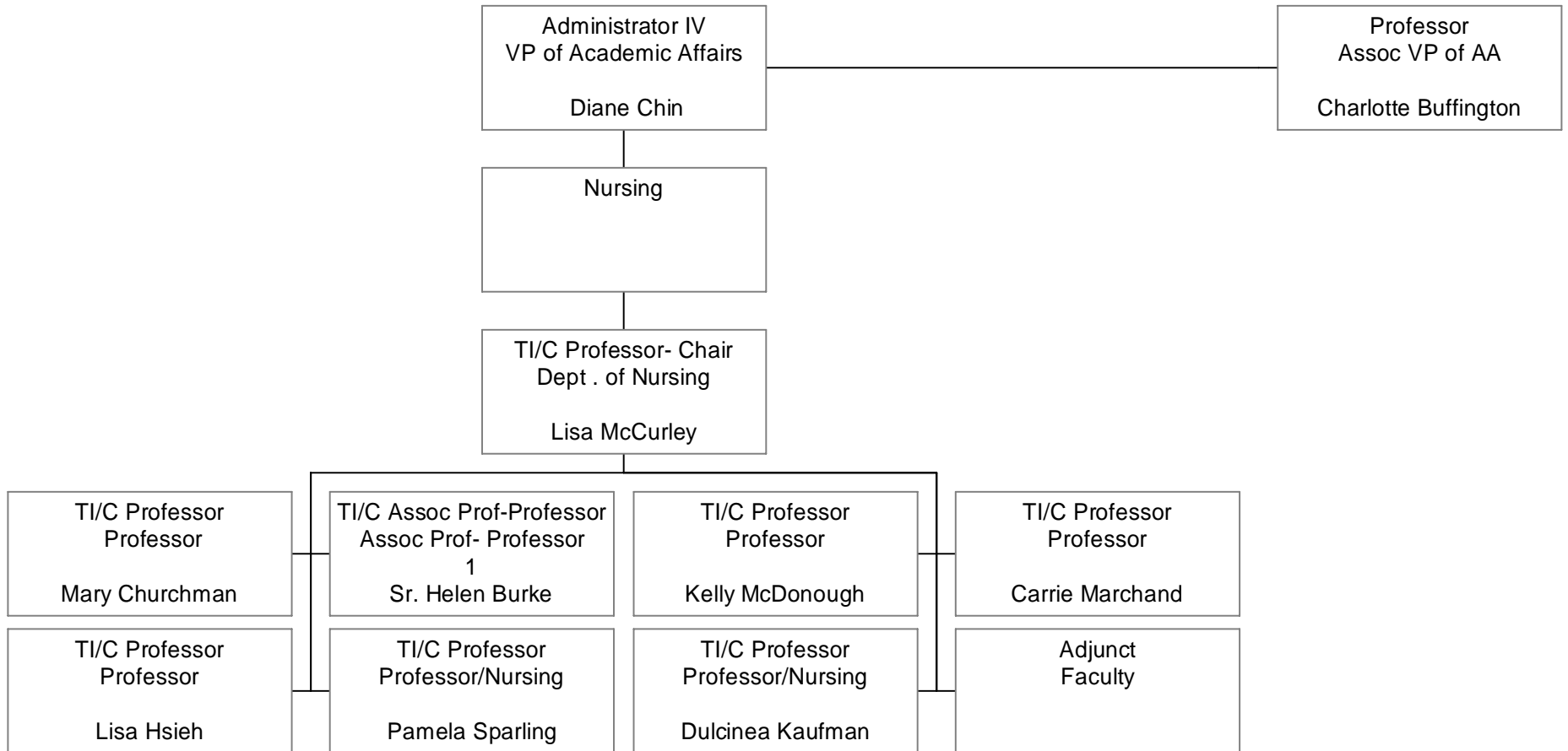
Executive Secretary  
Secretary to VPSS  
  
Debra Lancaster

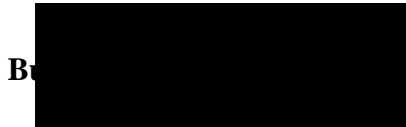
Secretary II  
Front Desk Receptionist(days)  
  
Constance Warren

Secretary II  
Front Desk Receptionist(eve)  
part time  
Tyler Devoe

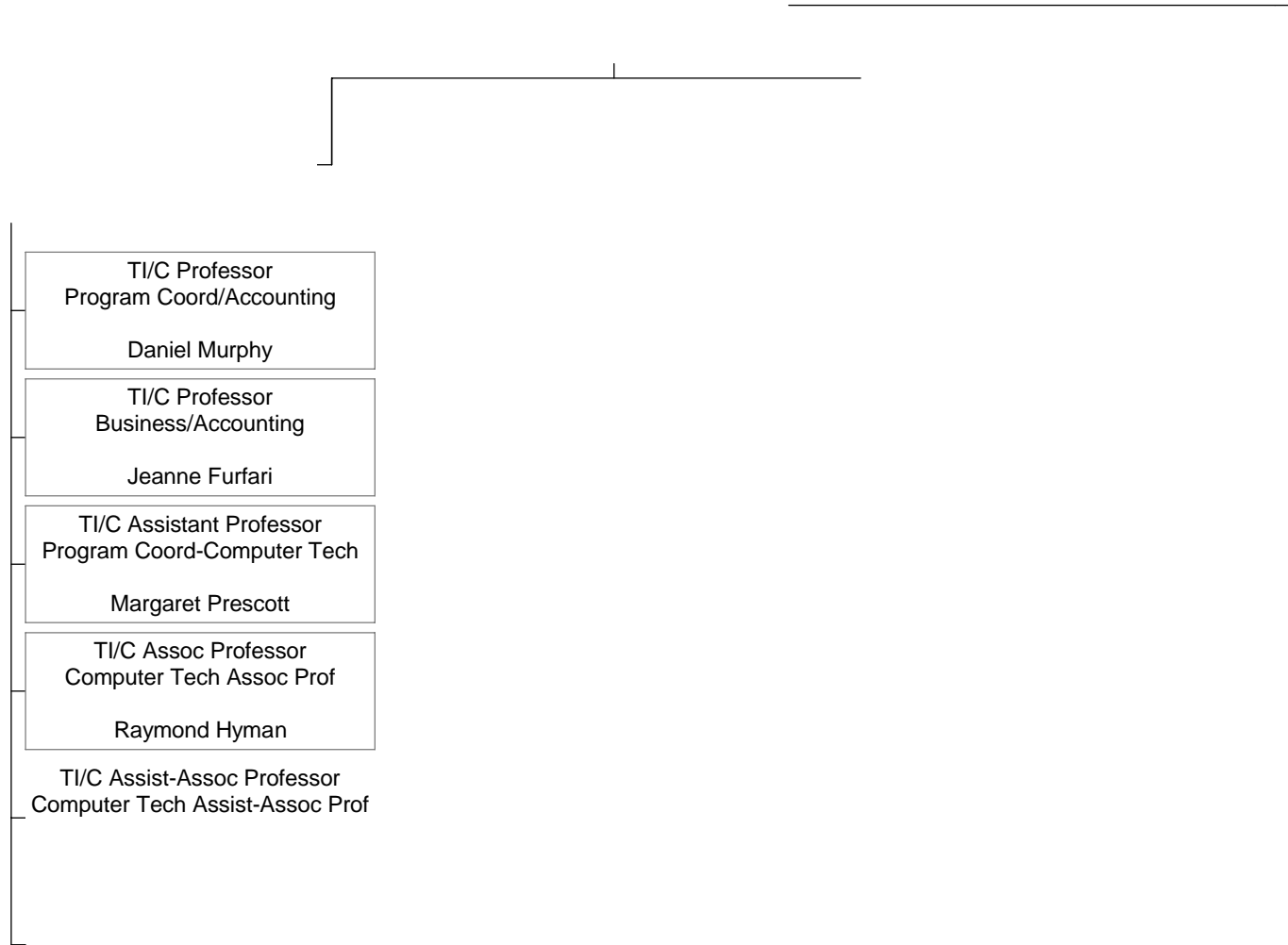


**New Hampshire Community Technical College  
Department of Nursing**

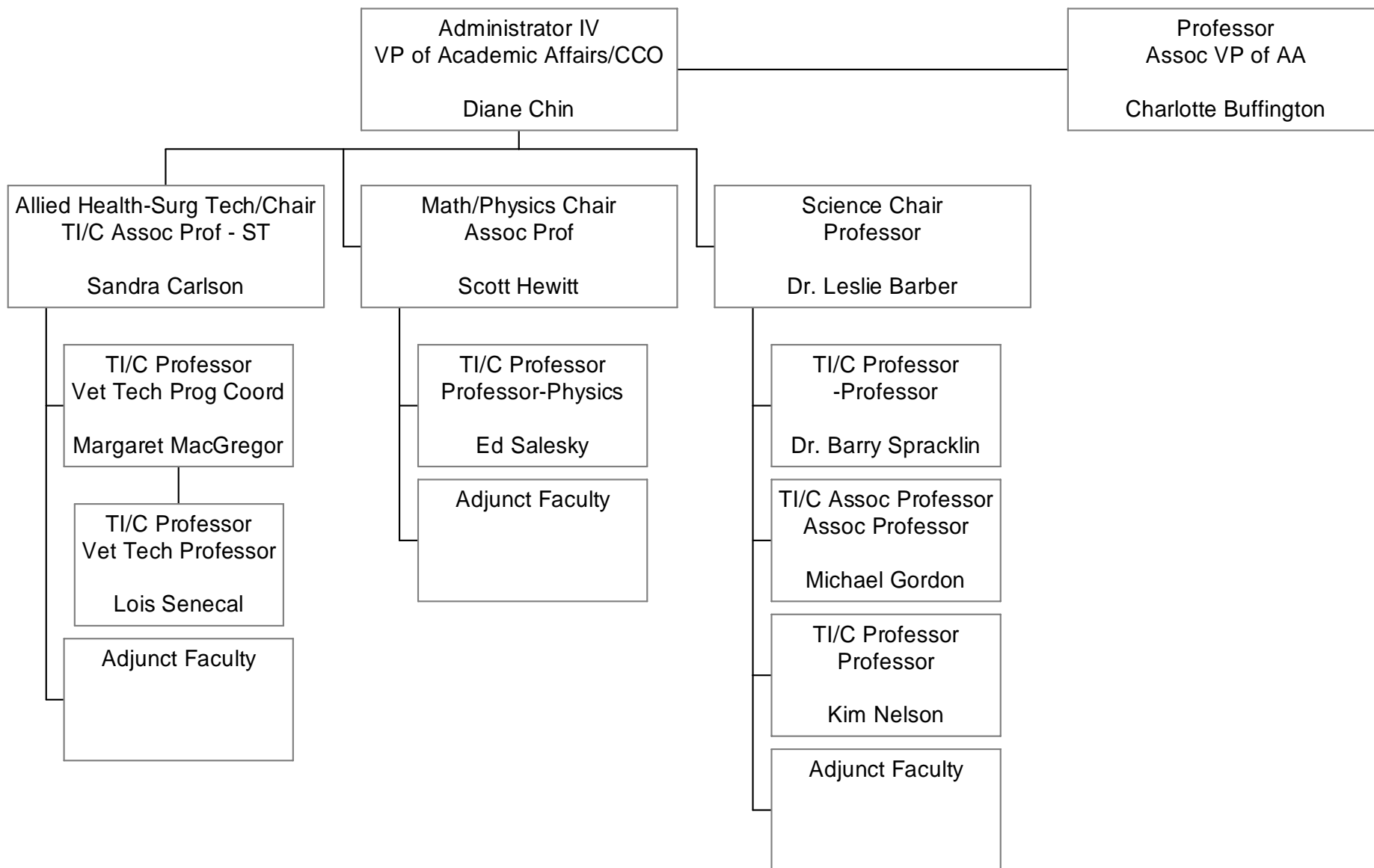




**New Hampshire Community Technical College  
Business & Information Systems Technology/Biotechnology/Computer Aided Drafting Department**



**New Hampshire Community Technical College  
Departments of Allied Health, Math, & Science**









of full-time faculty and staff participated either on teams and/or providing input to the Self-Study. Additionally, efforts were made to include the wider college community in the process through the following:

- a survey sent to all faculty and staff regarding the mission, strategic planning, the Center for Teaching and Learning, and the budget process
- an online survey asking for feedback about each of the eleven standards made available through email, on the portal in Blackboard, and in the CAPS online newsletter
- newsprint posted in the cafeteria in Stratham and in the hallway in Portsmouth describing the re-accreditation process and each of the standards, and asking for feedback
- regular invitations at All College meetings to submit any feedback to the Steering Committee Chair through email, in person, and/or anonymously submitted

In November, the first draft was completed and reviewed by the Steering Committee for revisions. These were brought back to the teams and a second draft was completed in December, which then went through a similar process. Additional efforts were made to gain feedback from the wider college community as follows:

- an exercise led by the Poet Laureate of Portsmouth NH at the January, 2007 All College meeting in which poems were written to express our feelings about our College in terms of its issues and challenges and in terms of our visions for its future and potential
- a team-centered discussion exercise in which themes from our projections were broken down into themed categories: Integrity, Integration, Innovation, Inspiration, Intervention, Interaction, and Invigoration. Groups met about specific questions under each and provided feedback
- a list of projections were passed out for feedback and posted to Blackboard, as well as the third draft of the Self-Study report
- the fourth draft of the Self-Study report was emailed to all faculty and staff for review and feedback

Throughout the spring of 2007, the Steering Committee continued to meet and make revisions to the Self-Study report in combination with the efforts described above. In June, 2007, the framework of the website was ready to be launched and the fifth draft of the Self-Study report was posted there. The website address was posted there. Groups met

The plan for the summer of 2007 includes:

Final copies of the Self-Study report sent to the visiting team and CIHE.

Visit from team chair, Dr. Cathryn Addy, to finalize plans for the team's visit.

Resources for the work room continue to be gathered and posted to the website.

Announcements in the Sunday Portsmouth Herald (which reaches all Rockingham County papers) and Foster's Daily Democrat newspapers, as well as College newsletters about the visit, with information about the opportunities and process for third party comments.

Welcome the College's new president and engage him in our reaccreditation process.

Finalizing details of the reaccreditation visit

November 4-7<sup>th</sup>, 2007 New Hampshire Community Techni



## STANDARDS TEAMS

### **Team One (Standards One, Two, Nine)**

Hui-Ling Chen, Institutional Researcher, **Team Chair**

Bruce Baker, Vice President of Student and Community Services

Anita French, Program Coordinator, Early Childhood Education

Scott Hewitt, Department Chair, Mathematics and Physics

Karen Lavertu, Chief Financial Officer

Daniel Murphy, Program Coordinator, Accounting

### **Team Two (Standards Three, Five)**

John Burt, Department Chair, Business Studies, **Team Chair**

Matthew Berlinguette, Faculty, English

Mary Churchman, Faculty, Nursing

Annette Cohen, Faculty, Computer Technologies/Distance Education Coordinator

Patricia Corbett, Department Chair, Soci

**Workroom Team**

Anita French, Program Coordinator, Early Childhood Education, **Team Chair**

Meg Prescott, Program Coordinator, Computer Technologies

David Smith, Director, IT

Kelly McDonough, Faculty, Nursing

**Administrative Assistant Support:**

Jennifer Manning, Executive Secretary/Associate Vice President of Academic Affairs

Faculty Secretary

Elise McKay, Executive Secretary/ Vice President of Academic Affairs

Mary Williams, Administrative Assistant to the President/Human Resources







## **STANDARD ONE MISSION AND PURPOSE**

### **DESCRIPTION**

NHCTC–Stratham/Portsmouth is one of seven colleges that comprise the New Hampshire Community Technical College System. The Vision of the College underpins its goals and its efforts:

#### **Vision**

New Hampshire Community Technical College at Stratham will remain a college of choice through academic excellence and partnerships with business, industry,

The current Strategic Plan “Building Capacity Through Active Campaigning” includes the Mission Statement as a fundamental document upon which the remainder of the plan is built. General priorities and specific initiatives developed in the plan clearly reflect this mission.

The College reviewed and revised its Mission Statement upon the occasion of its authorization to award the Associate of Arts degree and its merger with Manchester. In similar fashion and concurrent with the uncoupling from Manchester, NHCTC-Stratham/Portsmouth held a college-

This reply to a question we asked department chairs about the future uses of the Mission Statement accurately summarizes what needs to occur in the future:

1. The discussions about mission conducted with faculty, staff, and students need to be extended to include alumni, advisory board members, and community members/partners. A draft of the new mission will be sent to a sampling of alumni, as well as college and program advisory board members during the summer of 2007.
2. The College commits to all programs having a mission statement and will review the viability and efficacy of each program's mission at the College. All programs, services, and departments will have a mission statement in place by June 2009. Responsibility for completion will lie with the Department Chair/Department supervisor. Missions will be reviewed on a regular basis as part of the department/program strategic planning process as well as on a periodic basis during the Program Review process.
3. In a further effort to ensure that departmental mission statements are living documents, the Curriculum Committee will revise its change of curriculum request form to include information regarding how suggested changes to curriculum will reflect the departmental mission. These forms already require information related to the college mission. Revised forms will be developed by the Chair of the Curriculum Committee and will be required beginning June 2009.
4. New opportunities to publish and promote the College and departmental missions will be considered on a regular basis. Departmental missions and program goals will be added to yearly college catalogues as they are developed, no later than Fall 2010.

## **FOCUS ON INSTITUTIONAL EFFECTIVENESS**

The current Mission Statement is comprehensive, encompassing the community college philosophy and NHCTC-Stratham/Portsmouth's role as an economic resource. While the Mission Statement has been foundational in some areas of the organization (e.g., strategic planning and curriculum) and is implicitly valued, it needs to be intentionally integrated as the core of the College's activities and decision-making. As the College moves forward and begins work on envisioning itself over the next five years, the College will assess the extent to which the Mission Statement influences policy and practice. The College serves many constituencies in many ways that are often difficult to measure through conventional methods such as graduation numbers. Planned documentation of student aspirations and goals will allow us to better assess the Mission Statement's effectiveness.

## **STANDARD TWO PLANNING AND EVALUATION**

### **DESCRIPTION**

While a regional college and since separation from NHCTC-Manchester in September 2005, New Hampshire Community Technical College-Stratham/Portsmouth continues to carry out its mission to students, businesses, and communities by employing comprehensive and broad-based planning and evaluation activities. During major administrative and organizational changes at the time of the separation from Manchester, the College community embarked on systemic changes to support a seamless transition to a single institution. Reformulating governance structure, refocusing planning and evaluation initiatives, reconstructing program-based advisory boards, and organizational restructuring were priorities in the months before and shortly after the regional dissolution. As a single college, Stratham's administration adapted the regional Strategic Plan for itself through 2007, at which time strategic planning will begin for the next five-year cycle.

The College community has input into planning and executing operational and program-based objectives through service on a governance committee, departmental meetings, and academic leadership. As a small institution with fewer than ninety-five full-time employees, many faculty and staff serve on multiple committees and task forces. The informal network and communication transfer that occurs in organized and informal settings is an important component of organizational communications. The College Coordinating Council (CCC) is the forum where representatives from all the College's governance committees convene monthly to review College activities as they relate to day-to-day operations. In 2007, the CCC began to serve as the College's Strategic Planning task force.

Grants are linked with financial planning, academic program development, student success, and facilities planning. They play an important role in supporting the development of realistic action steps. For example, the College used Title III funds to purchase resources for presenting class projects/reports, develop service learning opportunities, and provide stipends for faculty development in the area of student success initiatives.

Institutional grants received by the College include:

National Science Foundation (Biotechnology Programming; Computer Science Engineering, Math Scholarships - CSEMS)

US Department of Education – Title III, Perkins, Pell, and TRiO

US Department of Labor (Biotechnology apprenticeships & Community Based Job Training Grants);

Two New Hampshire Higher Education Assistance Foundation (NHHEAF) grants:

- 1) NHHEAF Network Initiative Grant: Marketing Education & Training at the Pease International Tradeport to support the College & University Partnership at Portsmouth (inter-institutional collaborations between public and private institutions of higher education located at the Pease International Tradeport).
- 2) University Connections Grant to support student transfer from NHCTC-Stratham/Portsmouth to the University of New Hampshire

Three Campus Compact grants:

- 1) Assessing the Climate for Multicultural Organizational Development to support diversity initiatives at college campuses.
- 2) The Community Service Work study Grant to enhance an infrastructure for off-campus community service for work study positions.
- 3) Partnership Development: 2005-06 and 2006-07 NHCTC and Exeter and Dover Adult Education partnerships for College Success

Federal appropriations that support construction efforts at the Portsmouth Academic Center for biotechnology and life-sciences programming

In College-wide convening sessions, elements of the Strategic Plan are presented when milestones are reached or for assessment opportunities. For example, discussion about web-based communication plans and a review of the College's website were conducted at an All College meeting. Attendees worked in small groups to discuss the strengths and weaknesses of the College website and offered suggestions for improvement. This data, coupled with student

survey data, provided quantitative and qualitative information to support an improved server delivery method, a revamped “look,” and user-friendly navigation.

The College’s Strategic Plan directs academic planning and the development of program-specific goals and objectives. To ensure institutional effectiveness, the College collects, disseminates, and uses data to support planning efforts and to enhance academic programs. Quantitative data is collected systematically through Program Review activities, student feedback of instruction, student and faculty surveys such as the Community College Survey of Student Engagement (CCSSE) and Student Satisfaction surveys. The College also uses economic development data to guide program development in high growth careers that align with area workforce and economic development efforts. For example, in 2006, the College modified the Travel and Tourism program, shifting emphasis to Hospitality Management in response to economic indicators and industry information.

As the College works toward establishing the main campus in Portsmouth by June 30, 2009, discussions and information gathering from various convening sessions have taken place. Meetings with architects, the state’s Public Works Committee, and other groups have occurred since early 2005, including as appropriate, faculty and staff, Advisory Boards, and the Planning Committee for the NHCTC Board of Trustees. A timeline for the construction and the move has been developed.

### ***Evaluation***

Following the Commission’s 2002 recommendation to create a sustainable institutional research initiative with an ability to collect and utilize assessment data to support institutional effectiveness, the comprehensive assessment of student learning has been integrated into the Program Review process since August 2004. In an effort to enhance the college’s ability to measure effectiveness at all levels, the data warehouse project was initiated in 2006 under the umbrella of the Title III Student Success Project. The data warehouse will be a repository of student data which can be retrieved using Cognos 8, an online analytic processing tool, to generate timely reports.

Also supported through Title III, Program Review, which was first introduced in 2001, has been recognized as an essential and systematic process to define and evaluate the achievement of the institutional mission and educational objectives. The Program Review process has evolved over time, with the current version introduced in August 2004. The current Program Review process identifies program performance in four domains: program effectiveness, program currency, student centeredness, and program data. Faculty in the designated programs are invited to attend a three-day Summer Institute, and receive stipends to complete the outcomes assessment document and Program Review self-study report. The Title III Regional Activity Director has been overseeing the implementation of the Program Review process since 2004.

A Program Portfolio, which includes a self-study report and student learning outcome assessments along with other information, is submitted to the Center for Teaching and Learning (CTL). The intent of the Program Portfolio is that it becomes a living document, with baseline data provided during the initial Program Review year, supplemented by annual updates

summarizing student success and programmatic modifications. Program Review will, therefore, become a fundamental internal tool for planning and improving each academic program.

Though not exclusive from our internal Program Review process, several academic programs have received their national accreditation through an external review. These include Automotive



course completion, program retention and graduation completion rates. Initially, the data warehouse will be accessed by the institutional researcher; in the long term, it will be available to designated department chairs, faculty, staff and administrators.

## **APPRAISAL**

The College has a demonstrable record of success in implementing the results of its planning. Approximately eighty percent of the 2004-2005 Strategic Plan objectives were accomplished, and approximately sixty-five percent of the 2005-2006 Strategic Plan objectives were accomplished. The 2006 -2007 strategic objectives were being refined by senior leadership at the time of the former president's abrupt departure. Transition and recovery efforts took priority over completion of the objectives. However, several initiatives were accomplished outside of the strategic planning context. One very positive outcome of the transition is that a new strategic planning process has been implemented that is more inclusive and open.

Fiscal resources have historically been limited. However, a combination of grants, along with creative use of the existing college budget and positions has allowed the College to meet the resource demands of planning and evaluation.

While input and feedback are collected from various groups such as All College Meetings, Faculty Senate, and Student Senate, it is perceived that decisions are made at the administrative level in a rushed or quick-fix manner. However, in January 2007, the CCC assumed responsibility for the development of the college-wide Strategic Plan, including its creation, communication, and assessment. Adding strategic planning to the responsibilities of the CCC will present more consistent opportunities for community decision making.

As the strategic planning process unfolds, communication needs to be formalized with specific timelines and use of multimedia outlets to share information. Currently, the College's Strategic Plan is not printed for mass distribution, but is sent electronically to designated responsible leaders of each activity. In a survey conducted in Fall 2006, one faculty member commented, "I've heard of [the Strategic Plan] but have never seen it as far as I am aware. I hear about it when it directly affects my professional responsibilities."

The College is facing some monumental changes – new status as an independent institution, new executive leadership, and a new campus. Amidst these changes, the College must continue to build the planning infrastructure to enable the College to move forward. Institutional planning should allow the College to integrate needs with resources and to guide actions and policies to improve institutional effectiveness. Part of the process should include the development of program and department specific strategic plans, along with annual reporting mechanisms that link these plans to the College Strategic Plan and to budget allocations.

Over the next two years, the College will be preparing for facilities consolidation in the move to Portsmouth, including the sale of the Stratham campus. As part of this process, the Interim President has met with the Stratham Planning Board to initiate rezoning that would support the sale of the property. As the formal plan consolidating in Portsmouth evolves, the college

community has to be included in developing the details of the move. Departments are currently discussing models for the comprehensive delivery of student services as a unified campus.

Simultaneous to major planning efforts, the College needs to advance its evaluation and assessment process. The new outcomes assessment and Program Review process is recognized as meaningful and important. Faculty have frequently commented on the value of the process while acknowledging the intense amount of effort required. With Title III funding ending in 2008, stipends available for releasing or otherwise supporting faculty to do this work will stop. The College needs to develop a process that allows this vital activity to continue without seriously burdening the faculty.

While faculty acknowledge the validity of individual activities and outcomes within Program Review, the entire process has not been realized to date. Additionally, the process has changed since its inception. Turnover in administration and staffing issues have also contributed to lack of follow up. Therefore, as a whole, Program Review has not been validated as the dynamic process for assessment and improvement that it is intended to be.

The Center for Teaching and Learning had been a regional office to support faculty development and program improvement since its inception in 2001. With the separation from Manchester, the Center is now led by the Associate Vice President of Academic Affairs to continue focusing on faculty orientation, faculty development, and program improvement. To facilitate institutional research, the Curriculum Assessment Specialist, a CTL staff position, was redesigned as an Institutional Researcher, responsible for implementing the Program Review process, outcomes assessment, and institutional research. Though there are challenges related to the changing and multiple accountabilities for the Associate Vice President of Academic Affairs, the functions of the CTL will continue to be a great resource for faculty development, program improvement, and planning and measuring institutional effectiveness.

The current development of a data warehouse should result in providing relevant and trustworthy information to support institutional planning efforts and to further enhance the institution's implementation of its mission. Because the data is extracted from Banner, eliminating the duplicated numbers and invalid data is the first step of the data warehouse construction project. A consultant hired by the NHCTC System is responsible for ascertaining data accuracy. Although the creation of the data warehouse is moving smoothly, validating the data will be a time and staff intensive effort for an indeterminate period.

One measure of program effectiveness is feedback from program-specific advisory boards and employer surveys. However, not all academic programs have an advisory committee, and some advisory committees do not function as expected.

As part of its effectiveness measures, the College, supported by the NHCTC System, joined the National Student Clearinghouse in 2006. This should improve the College's ability to track students as they pursue educational goals.

## PROJECTION

1. The College is in the last year of the year 2002-2007 Strategic Plan. A new long-term plan is needed to drive the College to accomplish its mission and educational objectives. In order to make the process of strategic planning more inclusive, it will be completed by the College Coordinating Council (CCC), beginning in the Spring of 2007. Agendas for each meeting will be sent by the CCC secretary in coordination with the Vice President of Student and Community Services to the college community via email, allowing interested parties to attend meetings. In addition, those with a particular interest in a topic being covered (i.e. Librarian during conversations related to the library) will be invited to attend those sessions by the appropriate vice president for the purpose of providing input. The new Strategic Plan will be in place by December 2007.

2. Program-based planning will be tied more closely to college-wide planning through the 510 plan and will be determined in addition to the 510 plan goals. Program-based planning will be tied more closely to college-wide planning through the 510 plan and will be determined in addition to the 510 plan goals.

7. Future goals and development of the Center for Teaching and Learning will be reviewed with the new president and built into the new Strategic Plan. The Center for Teaching and Learning will be clearly defined in terms of current function and organization by Fall 2008.
8. The Vice President of Academic Affairs will work with the Center for Teaching and Learning to implement the oversight of Program Review action plans, including annual reporting mechanisms, pending approval by the new president. If approved, this process will be in place for the next cycle of Program Review in Spring, 2008.
9. Beginning in the Spring of 2008, the administration will meet with all departments to devise a plan for the consolidation of services and programs on the Portsmouth site. The plan will be based on input regarding individual challenges related to the transition of programs and support services and minimal disruption to students.
10. Because some departments have expressed concerns that they are not receiving the results of all student satisfaction surveys, a systematic schedule of sharing survey data has been established by the Center for Teaching and Learning so that all interested departments will routinely receive these results. Beginning in Fall 2007, and every academic year thereafter when the CCSSE survey is not administered, all programs under Program Review and any program requesting to participate will complete student satisfaction surveys in the fall semester. Data results will be reported to all departments by March 1st each year and a meeting with CTL may be scheduled as needed.

## **FOCUS ON INSTITUTIONAL EFFECTIVENESS**

While the College engages in assessment, evaluation, and planning, it has not done so in a coordinated and integrated way. Furthermore, upon the split from Manchester, the College's Strategic Plan (which would have run out in 2007) was redesigned to serve as a transition to the comprehensive strategic planning that will be better suited to the new status as an independent college. Though there have been several areas of achievement, the transitional plan and areas of achievement were not well-communicated throughout the College. Although communication regarding strategic planning has been an obstacle in the past, the process is now open and inclusive. The College's position on revitalized strategic planning will include linked departmental strategic plans, as well as increased access to data and survey results to target strategic initiatives, benchmarks, and annual reporting mechanisms. Clearly, the previous challenges have involved human and fiscal resources; however, the College recognizes the need to move forward with a comprehensive and sustainable strategic planning process that is well articulated throughout the College and bolstered by continuous effectiveness measures.

## **STANDARD THREE ORGANIZATION AND GOVERNANCE**

### **DESCRIPTION**

As a public institution of higher education, NHCTC-Stratham/Portsmouth is one of seven colleges that comprise the New Hampshire Community Technical College System. The NHCTC System was reorganized from four regional colleges to seven independent colleges, each with its own president, in 2005.

**Table 3.1 Organizational Chart-Executive Management**



The President of the College is the Chief Executive Officer and responsible to the Commissioner and the Board of Trustees for the New Hampshire System. Reporting to the President are senior managers, which comprise the President's Cabinet (see Table 3.1):

The Vice President for Academic Affairs is responsible for the quality of all credit

Vice President of Student and Community Services and Chief Campus Officer is responsible for recruitment, admissions, registration, financial aid, student life, marketing, alumni, and operations management of the campus.

Chief Financial Officer is responsible for the administration of finance, budget, and fiscal affairs, and facilities management.

Program Information Officer (vacant) is responsible for marketing/communications programs including all public relations and publicity.

Director of Workforce Development focuses on programmatic opportunities as a liaison between the College and business and industry and all non-credit programming

Director of Information Technology is responsible for planning, development, and implementation of campus-wide technology.

Advising the President is the College Advisory Committee, composed of local leaders in business, industry, government, and education. The Advisory Committee assists in review of College initiatives, supports appropriate state and national legislation, and promotes the College's role in the economic and educational development of the region.

### ***Governance***

The 25-member NHCTC System Board of Trustees, the governing board of NHCTC-Stratham/Portsmouth and its sister colleges, includes representation from the following areas: business and industry; education; technology; labor; law enforcement; health service professions; and the community service sector. The Board also includes the following individuals: a high school vocational director, an alumnus of a NHCTC college, five general public members, and two full-time current students from the NHCTC System. Trustees have no financial interest in the institution. The Board typically meets with the seven college presidents and the Commissioner monthly, or not less than once every three months. The Board reviews the overall effectiveness of the legislated governance structures of the System colleges. It also maintains and revises the Policy Manual as necessary. Approved amendments to the Policy Manual are included in minutes and distributed electronically to all NHCTC System employees.

The NHCTC System Office and the Board of Trustees have direct involvement in degree approval, budget management, payroll, purchasing, professional development, information technology, grants, and human resources. The Commissioner defines and chairs the System Leadership Team, which includes all college presidents and selected System personnel. This team meets regularly, both independently and with the Board of Trustees. This team, also known as the SLT, recommends System policies, fees, tuition, and develops college capital and operating budgets for Board and legislative approval. Once approved by the legislature, each college's budget is managed by its president. Each college within the system is provided with funding from the New Hampshire General Fund. The Vice Presidents of Academic Affairs meet regularly with the Deputy Commissioner to propose academic policies and procedures affecting all campuses, such as the academic calendar, grading policies, and System initiatives such as

institutional accountability and benchmarking pur

areas. In addition to the College Coordinating Council, there is student representation on the Safety and Physical Plant Committee.

In addition to the formal governance structure, the Academic Leadership Team, composed of academic managers, has decision-making oversight on academic policy and practices that assure academic integrity in all credit courses, in all delivery formats and locations. Department chair persons and program coordinators are yearly appointments by the President of the College. Meeting once a month, the Team also provides input on System academic policies. With a representative on the College Coordinating Council, the Team maintains a liaison with the governance standing committees.

At the department level, faculty are required to attend department meetings as scheduled by the department chair or program director. During those meetings faculty may be asked to contribute ideas; report on classroom activities, program changes, or updates; and discuss schedules, student advising, important college updates, or news concerning future college events.

The Student Senate is the main vehicle for students to participate in student governance and be represented within the College governance structure. Beyond sponsoring Student Life activities, the Student Senate is a forum for student involvement in collegiate policies and issues that affect students.

## **APPRAISAL**

At the System level, the Board of Trustees has set a course to improve institutional effectiveness and to make the NHCTC System a stronger force within the education environment of New Hampshire. Nevertheless, the bureaucratic organizational culture and governance structures of the NHCTC System and State government inhibit local initiatives at the colleges. The system has initiated legislation (SB82) that would change the governance structure of the regional colleges in order to become a stand alone Community College System. Passage of this bill will eliminate some state processes, particularly in terms of purchasing. The advantages are more flexibility and increased ability to respond to facility and personnel needs in a timely manner.

At Stratham, the separation from Manchester coupled with significant turn-over of key personnel has strained the organizational infrastructure. There have been many vacancies, including a permanent President. Some positions, such as the Program Information Officer, have been relegated to part-time, and other positions have not been filled because of budgetary constraints, putting a burden on other employees in the organization. However, two significant positions have recently been filled: Director of IT and the Plant Maintenance Engineer.

Of greatest significance in this transition period is the search for a new president. Currently, the Interim President is overseeing the imminent move to a new campus location in Portsmouth, the closing of the Stratham facility, and the sale of the Stratham property. Although this is a period of flux, the faculty, staff, and administrators have coalesced to ensure that the students – the primary focus of the institution – can continue their education without interruption.



A mainstay that provides stability in this time of great change is the functioning of the governance structure. Although the committees have well established responsibilities, certain weaknesses are, nonetheless, apparent. For example, improved communication of governance committee decisions could increase the engagement of the College community. In particular, there is no unified mechanism to communicate to all parties the actions of governance committees. Some committees, such as Curriculum Committee function well within their purview; their roles, responsibilities, accountabilities are clear and operational. Other committees strive to see their roles. Unfortunately, one of these is the larger overseeing body of the College Coordinating Council, since its previous main function had been to unify Manchester and Stratham as one college. Each committee is charged with reviewing its function and representation needs annually as the academic year begins, and the CCC needs to confirm and communicate its operational role.

Another factor demonstrating the need for improved communications is that faculty and staff sometimes feel under-represented in decisions that are reported at campus monthly meetings, or there is the impression that senior managers make decisions unilaterally.

Similarly, the voice of students is not officially heard on most standing committees, since membership does not include a student representative. On the other hand, as in most commuter colleges, recruiting student participants can be difficult. Student involvement in governance beyond the Student Senate can strengthen institutional governance efforts.

On a departmental level, department chairs and coordinators are appointed annually by the President based on recommendations of the Vice President for Academic Affairs. Once the College settles in its new campus location under new executive leadership, the development of clear selection criteria and terms of office should be undertaken.

## **PROJECTION**

1. The System Board of Trustees has initiated and implemented legislation to change the status of the NHCTC System as a state agency to a structure similar to the University System of New Hampshire. This would allow for greater autonomy and the ability to improve organizational effectiveness. The change, if passed, will take place in July of 2007 and requires an 18-month phase in.
2. A major search for a new president is underway with a search committee composed of faculty, staff, a student, Board of Trustee members, and community members. It is expected that the new President will be appointed by September 2007.
3. The President and the College Coordinating Council will develop processes to improve communication regarding governance decisions and improving the effectiveness of the governance committees by 2008.

Clear systems of communication will be established among all constituencies, particularly among all governance bodies. As an example, the College will implement

a universal “posting place mechanism” for all governance committee minutes in Fall 2007.

The College, under the guidance of the new President, will define the authority, responsibility and accountability for governance committees beginning Fall 2007.

4. The newly appointed President will prioritize and evaluate all vacant positions as to their appropriateness and effectiveness in meeting the College’s goals in the Strategic Plan beginning Fall 2007.
5. The College Coordinating Council in conjunction with college leaders will review governance committee memberships to increase student participati

## STANDARD FOUR THE ACADEMIC PROGRAM

### DESCRIPTION

NHCTC-Stratham/Portsmouth is a comprehensive post-secondary institution providing high quality academic, technical, and professional education. With 19 associate degree programs and over 20 certificate programs, the College prepares students for life-long learning, to enter the workforce, to transfer to four-year institutions, and to advance in their professions. Authorized to offer the Associate in Arts, the Associate in Science, and the Associate in Applied Science degrees, NHCTC-Stratham/Portsmouth has experienced consistent enrollment growth (See Table 4.1).

**Table 4.1 Recent Enrollment Figures** (These figures represent live numbers as of September 20<sup>th</sup> in each subsequent year for comparison purposes)

Semester	Enrollment	FTE's
Fall 2004	1431	928
Fall 2005	1488	916
Fall 2006	1582	1006

The academic component is divided into departments with department chairs and program coordinators responsible for curricular content and efficacy (See Table 4.2).

**Table 4.2 Academic Department**

<u>Department</u>	<u>Programs and Stand-Alone Certificates</u>
Allied Health	Surgical Technology, Veterinary Technology Certificates: Medical Coding, Phlebotomy
Automotive Technology	Toyota and all make programs
Business Studies	Accounting, Computer Science, Hospitality Management, Liberal Arts/Business Management, Marketing. Certificates: Digital Design and Animation, Entrepreneurial, Personal Finance, Corporate Finance, Linux, Programming

**\*Courses in these departments lead to an Associate of Arts Degree in Liberal Arts. The one Associate Degree not represented in the table above is the Associate in Science in General Studies. This degree allows for individually- designed technical career concentrations.**

Most department chairs and program coordinators are teaching faculty, and they have substantial representation on all governance committees. Academic oversight and integrity are primarily a responsibility of department chairs and program coordinators. This includes the content, delivery, and oversight of faculty including review of syllabi, student evaluations, classroom observations and annual performance evaluations for all full-time faculty and new adjunct faculty. Selection and hiring of adjunct faculty are also the responsibility of department chairs and/or program coordinators with oversight by the Associate Vice President of Academic Affairs. Teaching assignments of full-time faculty for each Academic Year are recommended by department chairs and approved by the Vice President of Academic Affairs. As part of its mission, the College sponsors off-site programs that focus on industry and community needs:

**1. Portsmouth Naval Shipyard** – Two programs are jointly administered with York County Community College (ME) for the civilian workforce at the Portsmouth Naval Shipyard. Courses are offered on-site, and faculty are hired and managed by the college sponsoring each course. A program coordinator is jointly hired to oversee the entire program, including the scheduling of courses, student support, and general advising.

**PNSY Apprenticeship Program** – This US Department of Labor approved program is for newly hired employees in a variety of trades. Each college delivers the academic courses or course combinations that are equivalent to courses delivered on campus and augment on-the-job learning. Class delivery meets the demands of the apprenticeship program structure, which includes three weeks of full-time intensive courses followed by six weeks of work experience.

**Civilian Leadership Development Program** – Selected civilian employees are given the opportunity to take courses, off-shift, at no charge and onsite. These general education courses, including an assessment of prior learning and portfolio, lead to an associate degree in General Studies – a self-design program option. The intent is to offer as many courses onsite as is feasible and to encourage employees to go to campus for additional courses.

**2. Project Running Start** – Begun in 1999 as a partnership between the New Hampshire Community Technical Colleges and area high schools, students can earn college credit while in high school, giving them a “running start” toward a college degree while saving money on tuition. NHCTC courses are part of the daily class schedule at each high school, taught on the high school campus during the regular school day. All high school faculty teaching NHCTC courses meet or exceed the hiring qualifications for NHCTC faculty and are partnered with an NHCTC faculty member. Table 4.3 indicates the continuing growth of the program.

**Table 4.3 – Running Start Program**

<b>Academic Year</b>	<b>Students</b>	<b>Courses</b>	<b>High Schools</b>	<b>% Increase of # Students</b>
2003 – 2004	386	56	13	24%
2004 – 2005	484	61	16	25%
2005 – 2006	745	95	18	65%
2006 – 2007	904	112	26	21%

### ***Core Requirements***

The college has adopted a set of eight attributes, forming a core of student learning outcomes for every academic program. Through the inclusion of the *Core Attributes* with specific course frameworks, students acquire the broad-based knowledge and skills to become a life-long learner as they pursue further education or a profession. A Core Attribute mapping project is underway wherein existing classroom activities and identified student abilities are aligned with the cores attributes (See Table 4.4).

**Table 4.4 Core Attributes**

Human Relationship Skills	Quantative Reasoning
Communication Skills	Scientific Processes
Critical Thinking	Technical Skills
Global Perspective	Study Skills

Regardless of program or major, the requirements of both the career and technical courses comprise a comprehensive curriculum in which students develop and apply critical and analytical thinking. Additionally, students develop writing skills, learn how to research, interpret information, solve problems, and synthesize information. Hands on and process instructional strategies are incorporated into the classes, laboratories, and clinical settings; these provide opportunity for ongoing feedback to improve student achievement. Multiple methods of evaluation such as tests, essay exams, presentations, service learning projects and written reflections, research projects, essays and performance assessments relevant to the field allow students to not only demonstrate learning outcomes specific to the course material, but also assess to varying degrees the Core Attributes.

Each career or technical degree program requires a minimum of 32 credits from the student's major, and a minimum of 21-24 credits of general education. Every student is required to take college composition, at least one science, one humanities/fine arts/language course, one college-level math course, and one social science course. This constellation of courses provides students with a broad context that complements their particular field of study. Many programs give students a choice of both the general education and technical electives. Individual general education courses have been develo

AS	24	6-8 College Composition plus English elective 3-4 Science 3-4 Math 3 Social Science 3 Humanities/Fine Arts 6 LA Electives
AAS	21	6-8 College Composition plus English elective 3-4 Science 3-4 Math 3 Social Sciences 3 Humanities/Fine Arts 3 LA Electives

All certificate and degree programs have a minimum requirement of a high school diploma or GED. Students are required to take placemen

Between both the College's and th

Program Review and/or program accreditation reports. Program Review aims to guide curriculum modification and provide a basis for operational and strategic planning. The review process is detailed in the *Program Review Faculty Handbook*, a guide for faculty and staff engaging in the review process. The *Handbook* describes key indicators of effectiveness, benchmarks, and required documentation.

A main area of emphasis in Program Review is the assessment of student learning outcomes. Using the *Assessment of Student Outcomes Handbook*, developed by the CTL, departments follow nine steps: 1) identify a program mission; 2) identify programmatic goals; 3) identify objectives; 4) identify learning experiences; 5) identify assessment methods; 6) document Core Attributes; 7) complete curriculum maps; 8) document the outcomes; 9) develop a program action plan.

Supported by the Title III initiative, the following programs have been part of an enhanced program review process: 2004 – Automotive/Toyota, Biotechnology, Information Systems; 2005 – Early Childhood Education, Teacher Preparation, Nursing, Surgical Tech; 2006 – English, Humanities, Social Sciences, Vet Tech. The culmination of Program Review is the development of a portfolio that contains documentation supporting program effectiveness.

### ***New Program Development***

Planning for new programs is integral to the System's strategic plan and the College's strategic plan, and it is based on emerging occupations in New Hampshire. Department chairs and faculty are involved directly in curriculum development and approval through the internal Curriculum Committee processes as well as final Board of Trustee approval. Faculty may initiate new programs, identifying necessary resources and demonstrating market need.

The Board of Trustees *Policy Manual: Academic Section* states that all programs are financially viable and meet a market need for New Hampshire citizens. It also defines a procedure for adding programs and provides guidelines for reviewing low enrollment programs before taking actions. Market analysis must be done before adding new associate degree programs that lead directly to employment, and research on articulation agreements with four-year colleges must be completed for liberal arts concentration programs. Any recommendation to add or eliminate an associate degree program requires formal approval by the Board of Trustees. A timeline must be established to ensure that current students are able to complete the program if it is eliminated.

### ***Academic Credit and Standards***

Methods of receiving credit for advance standing for matriculated students are outlined in the Catalogue and on the College website and are the responsibility of the office of Academic Affairs in conjunction with academic departments. The academic standards for students remaining in good standing are also published in the Catalogue and are overseen by the Academic and Student Policy Governance Committee. Credit for prior learning/life experience involves a structured process in which the student creates a portfolio that documents prior work and experiences as correlated with the outcomes of the course, demonstrates proficiency, and provides letters of recommendation and other evidence. Service learning, internships, and



independent study are all governed by course content outlines, whether as elements of an existing course or as courses in themselves. Transfer credit is granted on the basis of grade, the accreditation of the institution, and the requirements of the program. Additional considerations are weighted by program, such as the currency of the course. A student who has earned advanced credits in high school or a foreign equivalent will be measured against the CLEP standards when possible. Finally, gaining credit by examination may be petitioned by the student through testing offered by the appropriate faculty at the College.

As a comprehensive community college, NHCTC-Stratham/Portsmouth is committed to offering educational opportunities in various formats to accommodate diverse scheduling needs. With this in mind, in addition to daytime classes, the College offers on-campus evening and Saturday classes, as well as fully online classes. All evening, Saturday, abbreviated/concentrated, online and off-campus classes must meet the same high academic standards as daytime courses. Uniform content standards are maintained through course content outlines. These documents (on file in the Academic Affairs office) list course sequence of topics/content, textbook, and assessment measures. Courses content outlines are generally developed by full-time faculty in consultation with the Department Chairs and CTL staff. On occasion, core adjunct faculty members participate in the course development process in partnership with department chairs,

The College has a policy on plagiarism and academic cheating, which is published in the online Student Handbook and disseminated in classes. Students taking College Composition are required to read, discuss, and sign a plagiarism statement that affirms that they understand what plagiarism is and are aware of its academic consequences. The College has a published, multiple-step process for dealing with code of conduct violations, including plagiarism and other forms of academic dishonesty and cheating.

## **APPRAISAL**

NHCTC-Stratham/Portsmouth has a long history of offering outstanding technical programs. The Nursing program, for example, has been preparing students to work in local hospitals for twenty years; more recently surgical technology graduates have found jobs throughout the state, as have veterinary technicians and Toyota certified technicians. The Business Studies program has been accredited by the Association of Collegiate Business Schools and Programs, and students from this department have transferred to four-year programs. The Computer Technologies program has responded to changing needs of industry with the most current courses and certificates. The Liberal Arts degree program, still a relatively new program, has made excellent strides in transfer agreements, increasing liberal arts electives, and attracting well qualified full-time and adjunct faculty. What is missing, however, is consistent data in the area of Liberal Arts that allows the college to identify and assess student goal achievement.

While the Program Review process is defined, the timeframe has been modified, and the link between Program Review, programmatic decision-making and resource allocation remains an objective. The Action Plan stage is remote from the initial process, and because of restricted



associate those skills with their particular programs, and therefore their perception is that they have not made any progress in those areas. In any case, the College does emphasize communication skills as part of the student's core experience and needs to find ways to make Core Attribute skills more visible to the students.

One area of major growth is distance learning. Online course offerings have increased dramatically since the last NEASC review period. During Fall 2006, 30 online classes were offered in 15 different subject areas, an increase of 365% over Fall 2001. Although these courses are monitored by department chairs/coordinators, the complexity of assessing an online course had not been systemically addressed, and there is a wide range of differing experiences with online education among department chairs and program coordinators. To address this issue, the Curriculum Committee has recently recommended that a task force be formed to develop a plan for improved oversight of online courses. On the Task Force is a department chair/coordinator, a member of the Curriculum Committee, the Associate Vice P8.3h(m)-TJ19..55 -1.15











Education program was encouraged to submit a proposal to present at the New Hampshire Association for the Education of Young Children (NHAEYC) and it was accepted. The student also shared her presentation at a staff development training at her workplace.

Evaluation procedures are set out in the collective bargaining contract. Full-time faculty members are evaluated annually by their immediate supervisors with a standard New Hampshire



## ***Ethics***

NHCTC-Stratham/Portsmouth abides by the NEA's *Code of Ethics of the Education Profession*. This document states that the education professional will "stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals." In addition, the College follows all state or federal laws concerning harassment and the equal rights of people with disabilities. When faculty are hired, they must sign a document stating that they have read and understood the ethics policy and the state's policies: Drug-Free Workplace, Domestic Violence in the Workplace, and Sexual Harassment. The College also has an Equity Committee that is proactive in assuring that the College is compliant with policy. It provides equity training and support, and periodically checks all publications for accurate policy and practice statements. Should an issue occur, the committee is charged with investigating all incidents of harassment or discrimination.

NHCTC-Stratham/Portsmouth stresses academic integrity. Through carefully constructed course content outlines, academic leaders are confident that the standards of a class remain the same irrespective of instructor or m

In working with students, faculty often “go the extra mile.” However, the reliance on adjunct faculty continues to put a strain on the institution, including adequate coverage for advising and the added challenge for department chairs and program coordinators to perform regular classroom observations of adjunct.

The NHCTC System office assesses need and budget before approving faculty positions. This presents a number of barriers to filling positions, and attracting faculty in technical areas because of the notoriously low pay scale. It is anticipated that consolidation onto one campus will help address budgetary constraints and the proposed se



responsibilities are incorporated into meaningful and consistent assessment of performance by supervisors.

4. Academic Leadership and the Center for Teaching and Learning will take a larger role in encouraging professional development. While keeping current in faculty's respective disciplines is critical, an equal emphasis needs to be placed on continued growth as teachers, including development of instructional strategies for promoting active learning, outcomes, and greater student engagement in their courses. A number of workshops on these topics have been offered and financially supported, but a plan for closer analysis of needs and designing in-house professional development to meet those needs will be developed by Fall 2009.
5. The Faculty and Staff handbook will be updated by Academic Affairs and made available online by Fall 2007.
6. Advising has become a primary focus of the College: Academic Affairs in conjunction with departments will continue to assess and remediate the advising process. The new Advising Council made up of various constituencies of the College will implement an advising plan to address the various challenges identified by Fall 2009.
7. Beginning Spring 2007, given the particular challenges of the Liberal Arts program, the Chairpersons will assess the obstacles in the current Liberal Arts advising model towards developing a more efficient and effective advising system for that program.
8. Advisor training will be incorporated into the annual in-house professional development plans starting Fall 2007.
9. Beginning Fall 2007, Academic Leadership will assess ways to enable more consistent means of evaluating adjunct faculty.
- 10.

expectations and are challenged to do their best work. Over 900 student evaluations from fall 2006 covering a cross-section of courses rated all items on facu





basis. Permanent records are kept in locked filing cabinets in the Registrar's office, where a log of those accessing the files is maintained. The permanent records include a student's permanent and last address when attending, and transcript of grades

Policies regarding the privacy of records are found in the Student Handbook. FERPA guidelines and the students' rights related to their records are clearly stated. The steps students must take when they need access to their records as well as who has access to these records is also described. The College requires an "Authorization of Release" of records to be signed by the student before transcripts or permanent records can be released. Educational records (on paper) are shredded five years after the student has stopped attending the College. Applications of students that do not enroll are typically kept for two years. Because many nursing students reapply if they are not admitted the first year, their applications are kept on file for a possible reactivation by the student for the following year.

### ***Admission, Assessment, and Advising***

NHCTC-Stratham/Portsmouth's Admissions Department accepts applicants on a rolling basis. Required documentation for acceptance is specified in the Catalogue and on the College website. Some programs are open enrollment based on minimum requirements for entry. Some programs such as Nursing, Automotive, Veterinary Technology and Surgical Technology require additional testing and/or documentation. Space and number of faculty influence the number of qualified students able to be accepted into these programs. Students who do not meet the requirements for specific programs may still be admitted into the College and permitted to take the General Education classes toward their desired major while fulfilling prerequisites for program entry. Admission policies are based on the Board of Trustees Policies and allow equal opportunity for all students to be admitted to programs of their choice.

Student recruitment falls under the domain of Admissions, which operates several initiatives. For instance, the "Adopt-a-High-School" program involves monthly visits to area high schools by admission counselors and recruiters. In addition, there are college fairs, information sessions, open houses, and high school visits to the campus. A new program recently initiated is "Express Admissions Day" whereby students can apply, be admitted, receive financial aid counseling, undergo placement testing, advising and registration all in one day.

NHCTC-Stratham/Portsmouth uses ACCUPLACER, a College Board Assessment tool, to place new students into appropriate levels of math, English, and reading courses. All matriculated new students in a degree program must either take ACCUPLACER testing to determine appropriate course selection or have transferable math and/or English courses from other accredited institutions. Also, matriculated students who have taken the SAT exam and received scores of 500 or greater on the math, reading, and/or writing sections may waive AC

alternative options for remediating weak academic skills, such as computerized tutorials, booster workshops, and/or tutoring, and in some cases, students may be referred to Adult Basic Education. Some programs require students to place into college-level courses before they can officially begin their program. This is true for Surgical Technology, Veterinary Technology, and Automotive Technology. The Nursing Department requires that potential students take the National League of Nursing pre-entrance exam for RN programs. Due to the competitive nature of the program, only scores in the 50<sup>th</sup> percentile or higher are considered for acceptance.

Other general assessments are used as well. VARK and LASSI, electronic questionnaires designed to help individuals gain insight into their personal learning styles and strategies, are completed by incoming freshmen. The results are reviewed with students to develop a plan for successful learning at the beginning of the first semester and throughout their course work. Students who are non-native speakers of English may take a variation of the ACCUPLACER test designed to determine placement into either English or ESL classes. Special placement testing accommodations are available for students who have documented disabilities that would prevent them from taking their tests independently.

In addition to assessment and placement, a “new student” orientation program takes place over several weeks, starting with group advising and an “Opening Session” event occurring before the first day of classes. At “Opening Session”, students meet faculty, other students, and attend

and service learning have been better integrated in the classroom to address preferred learning styles, and a portal was built into our current Blackboard site to allow for ease of accessing and sharing information. Students will have the opportunity to develop a Student Success Portfolio, housed in this portal and therefore readily accessible to students and advisors. This will include learning style information, academic and career goals and challenges, and individualized steps for success. The portal includes options for uploading samples of projects and assignments completed, as well as resumes. Students will be encouraged to review and build upon this information with their advisors each semester.

At the end of the fall and spring semesters, students in academic difficulty as defined by Grade Point Average standards for satisfactory academic progress receive letters notifying them of their academic status. Academic standing classifications include academic probation, academic suspension, and academic warnings. Suspended students have the option to appeal their status; the procedure and timeline for the appeal process is included in the letter.

The Academic Standards Committee, a subdivision of the Academic and Student Policy Committee, hears the appeals. Based on a student's classification relative to probation and suspension, the committee may recommend corrective measures that will restore appropriate academic standing. Recently revised was the suspension appeal process that now incorporates a petition for reinstatement and subsequent success plan. In the new process, students take a more active role in their appeal, which includes an assessment of the issues hindering success and a student-generated initial recovery plan. Students can request support from advisors and CAPS counselors, including Disabilities Support Services, in designing their GPA recovery plan.

Instructors have several options for providing feedback to students regarding their academic progress in individual courses. These options include use of Blackboard for comprehensive communication and feedback, conferencing, midterm grade reports, program advisor referrals, written academic warnings, and Early Intervention referral to CAPS. If an Early Intervention referral is made, the instructor, CAPS advisor, and student discuss and develop a plan for remediation. Referrals can be made for one or more of the various resremionrevise23llegensive30

must collect additional statistics or information as required by the accrediting body. This often includes reports on Alumni and Employer surveys, licensing and certification pass rates, and standardized outcomes assessment. For example, the Business Studies program participated in a pilot study for assessing General Education Outcomes and Program Major Assessment through Educational Testing Services.

A new and active cross-department Enrollment Management Task Force has begun an effort to identify, assess, and unify practices, services, and processes that students encounter from point of inquiry to graduation or goal achievement. This inter-departmental taskforce uses an inclusive approach to strategic planning. The goal is to make recruitment, enrollment, retention and student success everybody's business.

### ***Student Services***

The Center for Academic Planning and Support (CAPS) is a nationally recognized award-winning learning center, with an accompanying award-winning website, and is staffed by five professional counselors (which includes a Director), two Title III staff (IT and Teaching Assistant), and a part-time secretary. CAPS provides comprehensive services in two critical areas: academic planning and academic support. Academic planning services include assessment, goal setting, "first semester" academic advising, counseling, and student orientation. Academic support services include: tutoring, math and writing centers, study groups, workshops, study skills instruction, job readiness, and academic counseling. Specialized services are available to students with varying needs or challenges. Examples of this are disability support, English language support, international student advising, single parent programming, career exploration and job search skills training, and non-traditional enrollments. The CAPS center houses a 20 station computer lab, a seven-station testing room, an assistive technology room, and open space for tutoring and self-study. Technology assistance is available through proctors in the lab, by telephone or email, and through a variety of trainings and workshops.

**CAPS Mission:** CAPS will empower students and community members to accomplish educational and employment goals consistent with their values, interests, and abilities by offering comprehensive services and opportunities that are accessible, innovative, and supportive. CAPS is dedicated to promoting a responsive learning environment that fosters personal challenge, academic success, and life-long learning within a global community

CAPS constructs a yearly Strategic Plan that aligns with its mission and links to the college's strategic goals and objectives. Such planning has created a strong foundation for CAPS program development and implementation. Feedback regarding services and programs are gathered at the end of the year and at the end of various events via electronic surveys. This feedback is used to revise and/or develop new services or service components.

The TRiO Student Support Services is another program that provides student support for eligible students who are first generation College, low income, or have a disability. Partnering with CAPS to provide a continuum of services, the TRiO counselor works with each student to develop an individual success plan that addresses student goals both in and outside the

classroom. TRiO provides students with help in overcoming academic, social, personal, and financial barriers that may prevent them from being successful college students. TRiO students gain exposure to cultural experiences, college transfer events, personal counseling, and mentoring. Students self identify through an application process and are assessed for eligibility by TRiO staff. As a federally funded grant program, TRiO annually reports statistics to the Department of Education on such issues as retention, graduation, and transfer rates of its students. TRiO also provides leadership opportunities for students through the TRiO Leaders Program, an active student organization at the College.

Project Success is a Single Parent and Displaced Homemaker Program supported by the Carl Perkins Grant. In addition to financial support to students for books and tuition, Project Success members are required to attend weekly support group meetings. These meetings address issues unique to single parents and are designed to provide a forum for sharing information and support. Because the director of this program is a CAPS Counselor, participants are more aware of available resources to support their success.

As evidenced by these supports for the College's diverse populations, equal opportunity is a cornerstone of the College's services. The College adheres to the laws and regulations pertaining to equal opportunity, as stated in its publications. Diversity goals are seen in the college-wide program of One College-One Book as well as other diversity initiatives, such as Conversational Partners, Cultural Cuisine, and highlighting International students on the CAPS TASSLE. The College has been awarded a Campus Compact for New Hampshire mini-grant to support "Measuring the Climate of Multicultural Organizational Development". The mini-grant will be managed by the Institutional Researcher and will fund a campus climate survey and subsequent programming.

The College makes available information on resources such as COAST bus schedules in information racks on both campuses. There are scrolling announcements on a monitor in the Stratham lobby and at CAPS as well as a cafeteria bulletin board. Information is regularly updated on the website and distributed through an online newsletter to all registered students. Other sources of information include library and CAPS newsletters along with Blackboard sites for tutors, Project Success, and TRiO.

The College bookstore is run by Follette, an independent company that manages and owns bookstores throughout the NHCTC System. Issues concerning the students and the bookstore are overseen by the Vice President for Student and Community Services. The bookstore manager also works in partnership with Academic Affairs to ensure books are ordered on time for classes. Food service is also run by an external vendor. The Green Bean manages food service at both the Stratham and Portsmouth campuses. "The Green Bean at Pease" is a popular restaurant, which is open to the public.

The College provides a wealth of information in the Student Handbook, which is on the College website. This includes student's rights and responsibilities, and complaint and appeal mechanisms. Section IV of the Student Handbook describes student's rights in the classroom, safety on campus and disciplinary codes. It also details the Judicial Committee and the process for a hearing regarding inappropriate student behavior. A section of the Student Handbook titled

“Academic Support” and the section of the Catalogue titled “Academic Policies” discuss the grading system, attendance, and the appeals procedure. The Academic Standards Committee, which meets prior to each semester and as necessary to hear student grievances regarding grades or academic standing, is also described in these publications.

### ***Financial Aid***

Financial aid services are overseen by a full-time Director and Assistant Director. Student financial aid eligibility information is provided in the Catalogue and on the college website. An NHCTC System Financial Aid Handbook is available on the System Financial Aid website. Financial Aid award letters, which include a link to this handbook, are sent to every student who receives a financial aid package. Financial assistance is offered to matriculated students based on unmet need (except in the case of unsubsidized loans) in compliance with federal regulations and requirements. Financial assistance opportunities described in the Catalogue are:

- Title IV Assistance Pell Grants
- Supplemental Education Opportunity Grants
- Federal Work Study Programs
- Perkins Loans
- Stafford Loans (subsidized and unsubsidized)
- Alternative Loan Programs
- Federal Parent Loans for Undergraduate Students (PLUS)
- New Hampshire Incentive Programs (NHIP)

Following a federal audit of financial aid in 2005, the College instituted several policies to improve and control financial aid processes: bi-weekly compliance meetings, financial aid counseling for students, and strengthened policies and procedures regarding class attendance. The College is a “non-attendance taking” institution, nevertheless, faculty are encouraged to establish individualized attendance policies as part of their course syllabus.

The year 2006 saw a marked improvement in financial aid services; nevertheless, there were more complicating issues. Because of the uncoupling of Manchester and Stratham, Stratham needed a new federal code number. Additionally, the system was undergoing an upgrade in the Banner system and filling the empty Director of FA position took longer than anticipated. As a result of the timing of these issues, disbursements were late. However, many internal problems have been resolved, and the financial aid office is fully staffed and better poised to meet student needs.

Specific grants allow the College to develop and implement programs as well as provide a vehicle for disseminating financial aid information to students. Some examples are listed below:

**Project Success:** This is a Carl Perkins grant-funded program that supports single parents/displaced homemakers and their families, and provides financial assistance for tuition and books.

**TRiO:** This is another grant-funded support service, which includes overcoming financial impediments in its comprehensive program to promote success among low-income, first generation, and students with disabilities.

**Diversity Programming:** Supported by Carl Perkins funding, a part-time “Diversity Programming Coordinator” was hired by CAPS to address the needs of non-native speakers, international students, and students enrolled in programs non-traditional to their gender. .

**Star Scholarships:** Funded by the Student Senate, students can apply for \$500 grants in the following categories: leadership, community service, academic excellence, and promotion of major. Awards are made annually.

**CSEMS:** This NSF grant provides tuition support based on financial need to Information Technology and Computer Technology students meeting the qualifications of the grant.

### *Co-Curricular Activities*

The Student Life Mission Statement reads, “Student life implements programming, events, and

Information on organizations is available in



College's programs and services. For example, application and enrollment statistics for the month of October 2006 reveal a 10.6 percent increase in the number of applicants as compared with October 2005, and a 10.2 percent increase in the number of enrolled and registered students. For such an important function, the Admissions Department is woefully understaffed. There is one full-time admissions counselor, two recruiters, and one admissions secretary. The admissions counselor covering the Portsmouth area was just recently reassigned to another department, leaving a large gap in service at this location. Understaffing has made it difficult to be available for "walk-ins" and other service options. In addition to staffing issues, Admissions staff needs to be kept abreast of market trends and demands along with new program options, which would allow for more optimal recruiting. While both the local and system approval process for new programs includes market trend justification, this information is not widely shared.

New students are urged to attend "Opening Session", which has been refined over the last several years. In addition to other orientation activities, this event provides an opportunity to connect with faculty advisors. However, "Opening Session" is often poorly attended. Held at the Stratham campus on a single day, this orientation event may be inconvenient. As a commuter college serving varied populations, many students don't feel they need to attend. Four years ago, CAPS also developed an Online Orientation as a way of helping new students who do not attend "Opening Sessions" get information prior to starting classes. However, the online session has not been updated since that time; information and personnel is inaccurate. The process and work to update is very time-consuming, and the overtaxed staff involved has had to prioritize other initiatives. The demographics of the student body also have an impact on advising. Students tend to seek "on-demand" advising, which makes it challenging to strengthen advisor-student relationships. However, the College believes that by building better connections, students and faculty advisors will see the value of meeting and discussing goals rather than "looking for a signature."

Advisors post five office hours per week to meet student needs for walk-in consultation, and offer service at other times by appointment. They are expected to respond to phone calls and emails within 48 hours during the work-week throughout the academic year, including faculty days of responsibility. CCSSE and satisfaction surveys suggest that advising is not uniform across the board. Guidelines for faculty advisors have been provided, and the creation of the Advising/Registration Center (ARC) has strengthened the effectiveness of this service. This center will assist faculty advisors and will advise non-matriculated students. Data is being collected to improve services to students in the future, thus supporting retention and student success. Additionally, an Advising Council was initiated with representation from faculty, staff and administration. The fifteen member council is charged with developing a mission statement, objectives, outcomes, advisor roles and responsibilities, delivery models, assessment and training. The goal of the Advising Council is to improve advising practices among all constituents of the College in an effort to retain students and support their success.

Because of the significant number of students with academic challenges, the provision of support services is also central to student success and retention. The current split campus has resulted in inconsistencies in the level and quality of services. With funding from the Carl Perkins grant, CAPS has provided tutoring services. Changes in this grant will mean the loss of approximately

\$6000 in tutoring funds at a time of growing demand for services. This change in focus for the Perkins grant, while challenging in some areas, allows opportunity for new support initiatives at the College.

Although the College has developed intervention and counseling strategies, it has not systematically tracked, collected, and reported data on student persistence in relationship to these strategies. The development of processes for tracking, collecting, and reporting data has been delayed by the uncoupling of Manchester and Stratham. Two projects, however, are underway: 1) The NHCTC System is finalizing the institution of a reporting mechanism (Dashboard Metrics) to enable the College to analyze and review all pertinent statistics. 2) Data Warehouse, supported by Title III, is being developed as an online analytic processing tool and repository for information necessary for decision-making and institutional research. In 2006, the Institutional Researcher was identified as the project coordinator. When fully functional, these processes should provide reliable data that will better inform our assessment of programs and services.

Indeed, technology solutions are required to enhance student services. For example, communication with students is difficult due to the plethora of student email addresses, many of which do not work. Because the email problem is an issue among all the colleges in the NHCTC system, addressing the need for a consistent email system is not within the authority of the individual colleges. However, the system is working on a solution.

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2006 CCSSE results revealed the “Support for Student Learners” benchmark was significantly below other small colleges. Financial support ratings were especially low. However, Financial Aid issues as discussed previously in Description are a priority at the College and being addressed, and the College expects to see marked improvement on this item in future surveys.

Another area of statistical significance under “Support for Student Learners” in 2006 CCSSE is the support “to thrive socially.” The area of Student Life is fundamental to the well-being of the student. But the position of Director of Student Life is only 20 hours per week and vacant during the summer months when a great deal of planning and programming takes place. The question remains as to how this aforementioned part-time Student Life position can effectively maintain and develop programs that engage students in their college community. As the College attracts younger, more traditional-age students, the co-curricular opportunities must continue to grow in order to support recruitment and retention. The College strives to have meaningful activities for students by creating and maintaining student organizations and activities. Involvement in some program specific student organizations and the Student Senate is strong, yet attendance at many

new initiatives to improve student success. As the above is implemented, trainings will be offered locally to keep faculty and staff current on usage. Staff members will be encouraged to attend system trainings.

5. The newly hired Financial Aid Director will improve the Financial Aid section of the website, promote and recruit work-study eligible students through improved communications, and implement procedures to make Financial Aid a more efficient and user-friendly process beginning Summer 2007.
6. The College with assistance from the system office will continue to monitor Financial Aid practice and develop policy and procedures as necessary.
7. During the 2007-2008 academic year, Academic Leadership will work with Financial Aid to collect information on all program specific

Curriculum Committee on new program development. The Vice President of Academic Affairs in conjunction with Governance committees will develop an implementation plan in Fall 2007.

14. The Student Success Portfolio will continue to evolve, culminating in an e-portfolio by May 2008.

15.

## **STANDARD SEVEN LIBRARY AND INFORMATION RESOURCES**

### **DESCRIPTION**

The Library and Information Resources are two core parts of the college that are of critical support to students as well as faculty and staff. While budget challenges have placed constraints on growth for both of these areas, these are also the areas that clearly demonstrate the dedication and resourcefulness found at NHCTC-Stratham/Portsmouth. The staff members working in the Library and on College technology are inventive in putting low cost solutions into place in order to maximize resources to students. The motto in both of these areas is not “We cannot afford to

### ***Library Resources***

The LRC's collection has been built to reflect the mission of the College. Holdings include: 14,852 books (fiction and non-fiction), 537 reference works, 178 journal titles (current subscriptions and past holdings), 800 videos/

college libraries. Materials may be borrowed among the six other community technical colleges located throughout the state using this system.

### ***Library Usage/Training***

The Stratham LRC has an average monthly attendance of 3,577. Circulation statistics show an average of 180 items (books, videos/dvds and reserve items) being checked out and has an average of 5,036 searches to the electronic databases.

Students use LRC resources as an integral part of their education. Faculty incorporate Library and information resources into their teaching by assigning Library research and research papers.



Additionally, inter-library loans, online databases, e-books, and teleconferencing support academic research and the intellectual development of the students, faculty, and staff. Reference



Blackboard is used as a main communication vehicle for many committees and departments, and as a supplemental resource for many classes. There is a plethora of information on the Blackboard portal for all constituencies of the college, and feedback surveys can also be posted there as a way to reach many. Another recent use of Blackboard is the development of a course evaluation site for students.

The College and some department websites link to both Blackboard and the Student Information System (SIS). SIS is the front end of Banner, which allows students to access information on their academic and financial records, as well as semester course schedules and Catalogue information. Faculty, advisors, and counselors use SIS to advise students and update academic records, including grades. Recently, an interface was installed in the Student Services area to support the Advising Registration Center and Financial Aid, by allowing students seamless access to online college resources.

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Chief Campus Officer and IT Director. The Student Handbook outlines the process for judicial proceedings, if warranted.

## **APPRAISAL**

The LRC has many areas of strength. The LRC staff are competent, dedicated and maintain a cohesive work environment. The Director is a consistent advocate of the Library's needs for space, staffing, and budget planning in the College.

Although the print collection is limited due to budget constraints, students have access to many resources through other methods. The electronic resources (databases and e-books) have increased significantly (39.24% more e-books and 184.62% more database titles) in the last several years. This answers the resource needs of students at the Portsmouth campus and distance education students, and gives students the option of researching at times and locations that are convenient to them. The inter-library loan agreements that have been set up also expand students' access to information.

The use of online resources has grown since 2002 and checkout of print resources has declined slightly (3.8% decline). There have been 2,534 more searches on average per month than in 2002; this represents a 158.38% increase. While this is certainly a strength, there are some challenges with delivering services to remote users. Not all of the databases are available remotely, either due to licensing restrictions from the vendors or not having appropriate tools and staffing to handle proxy server logins. Although students have not complained about the inaccessibility of some of the databases, the ones that are available remotely do receive more usage. Electronic reserves are not offered and online support could be expanded to include 24/7 reference support, but the budget and staffing limitations prevent this. Finally, electronic resources are not systematically available through Blackboard.

Although the Library sees the majority of English classes and classes from some of the departments for bibliographic instruction training, not all faculty (particularly adjuncts) schedule these sessions. Additionally, although some programs have created assignments throughout the progression of classes that require the use of these skills, the issue of students gaining increasingly sophisticated skills has not been looked at holistically by the institution. Finally, at this point in time, there is not a tool in place to measure student's information literacy skills.

The LRC's interests are represented on the Learning Technology Committee, and other ad hoc committees. Consequently, the LRC has direct participation in the College governance system. However, the Library has not been involved directly in the College's Strategic Plan. There were items in the College's initial plan that impacted the library, but, by and large, they have not come to fruition.

There are several other areas of concern for the LRC. Currently, the LRC is understaffed. Although this has been mentioned by the last two visiting teams as an area to be addressed, the institution has not made it a priority. While there have been budget constraints around new hires, there have been positions created in other areas of the College. The lack of sufficient staffing has

a negative impact on many areas in the Library and specifically makes it challenging to remain current with technology related services (i.e. online information literacy assessments, virtual trainings, podcasting, etc.).

The 1999 and 2002 NEASC teams expressed concern about the inadequate number of volumes and insufficient level of funding to support the number of FTEs using the LRC facilities at NHCTC Stratham and Portsmouth Campuses. The Library's Class 97 budget was nearly doubled in fiscal year 2004. This allowed for an investment in more electronic resources to support distance education, the Portsmouth campus, and for Stratham students to access resources from home. Although the budget was increased in FY 2004, there have been no increases since. With the ever increasing cost of electronic resources, print journals, and the LRC's operating system, there are not sufficient funds remaining to maintain the aged print collection or update it with newer titles. Another factor in the concern over the collection is that funds are not automatically put in place when a new program or course is added to the College. The Library Director will make a request for funds as new programs are added. If these requests are funded, it is for the initial purchase of volumes, journals, and databases. The LRC budget is not increased to cover the ongoing cost of maintaining these databases and journals, thus eating into funds that could go to other items in ensuing years.

Seating capacity is limited, and due to lack of space, the LRC does not offer enough rooms for group study or individual study. This is another area of concern voiced by past visiting teams. The College went before the State Legislature in 2003 and received \$2,373,000 in funding to expand the Library to 13,587 square feet. Included in these plans were funds for new computer equipment and furnishings and a related plan to expand the staffing and volumes. Plans for the expansion were put on hold as the issue emerged of moving the college to the Portsmouth campus. In 2005, the State Legislature approved an amendment to move the funds to Portsmouth for "Library Expansion – Academic Program Support" and added "and Critical Maintenance" to the amendment. The move was to happen in two phases. Phase One was to cover the LRC renovation/move and repairs to the roof and HVAC system of the building. As estimates came in for the "critical maintenance" of the Portsmouth building, they exceeded the amount allocated. Therefore, although funds had been designated for the Library's expansion, they will not be used for that purpose. The LRC will now be part of the whole project in moving the Stratham campus to Portsmouth and will need to vie for limited resources with competing interests. Additionally, although approximately 12,000 square feet had been ear-marked for the

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Other concerns include the need to update the LRC's mission statement, strategic plan, and website now that Stratham/Portsmouth is a separate college; the need to put into place a Library Advisory Board; and finally, measuring institutional effectiveness in a comprehensive manner.

### *College-Wide Technology*

In the classroom, mediated technology use increased 620 % from 2005 to 2006, providing additional information resources to nearly a thousand students, an increase of 629 % over that same time period. This technology has included use of Blackboard, PowerPoint, websites and/or other internet resources, computer projection and Smart Room/Boards, as well as use of DVDs and other visual technology. In 2006, a Title III survey was completed showing that 81% of the students *agreed* or *strongly agreed* that the technology in the class enhanced their learning of the subject matter, and 83% *agreed* or *strongly agreed* that the use of the technology fit their learning style. Faculty response to this same survey indicates that good technology support is available, but time is the number one barrier to learning and implementing mediated technology. Whereas 2006 was particularly notable for the broad-based expansion of instructional technologies, 2007 has shown an increase in faculty participation in the higher tier, more sophisticated mediated technologies. For example, both online faculty and on-campus faculty are recording lectures and audio addendum material for their Blackboard students. Presentation of streaming video material has also become quite popular. Additionally, the college is working with the NHCTC-System Blackboard administrators to install the necessary software which would provide true "podcasting" for faculty and students.

While there is a System and College prioritization of building an infrastructure for expanding online classes, there has been a disconnect between system's maintenance of Blackboard and the College's academic needs and schedules. Blackboard upgrades are unusually behind, and when they are implemented, the colleges' academic schedules are not considered. Shutdowns for maintenance or upgrades have caused delays in the semester's start of online classes, interference with timely grading, and loss of course material and student work and assignments. Students and faculty have not had good user support from the System. Locally, the College responded to the needs of faculty and students by implementing a Student Help Desk. The College's IT staff worked with faculty to help them regain access and recover content on their Blackboard sites, while helping the System troubleshoot its larger issues. Training is a local priority, supported by the talent and knowledge of the College's faculty and staff.

The Computer Use Policy is not posted in all computer labs. Proctors and staff monitor use in CAPS and the Library, but the open lab on the Portsmouth campus is not monitored. Some staff feel that the policy does not provide specific guidelines for reporting and consistent consequences.

## **PROJECTION**

1. To enhance the College's goal of campus-wide assessment, the LRC will be piloting a department review using a process similar to the one in place for program review. Internal and external data will be compiled and reviewed to examine the Library in a comprehensive manner. The LRC Director will be working with the Institutional Researcher beginning in Spring 2007. This effort will be critical for

5. The LRC Director will work with the appropriate staff (such as IT Director, Mediated Technology Specialist, Distance Learning Coordinator) beginning in Spring 2008 to identify solutions to making electronic resources systematically available through Blackboard. Broader needs, such as 24/7 reference support, proxy servers, electronic reserves, and information literacy assessment, hinge on budget and staffing increases; therefore, the Library Director will take a lead role in researching system-wide solutions with the NHCTC –System Library Directors.
6. The LRC Director will work with the Website Coordinator during Fall 2007 to update the LRC’s webpage by 2008.
7. The Library Director will work with Academic Leadership to review the Core Attributes to determine the need for another attribute category to address the information literacy skills that are needed by students in today’s highly technical and information dense environment. Standards for evaluating the quality of sources will be developed in conjunction with the Writing Across the Curriculum initiative as projected in Standard 4.

***College-Wide Technology***

8. As projected in Standard 3, the role of the Learning Technology committee will be reviewed and clarified. The newly hired Director of IT will respond to the outcome of the review to assure that there is an ongoing dialogue with all constituencies regarding current raeclib.org.com)8.5sing dialogu comprehensive future planning. Furthermore, he will review the Technology Plan for continued relevancy and work with the College Coordinating Council to integrate appropriate objectives and expenditures into the College Strategic Plan.

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electronic services to bridge the transition as well as meet the needs of commuter/non-traditional population. As plans for the new campus become finalized, the findings from the program review will inform future decisions.

It is clear from the results of the Title III survey that a wide range of

## **STANDARD EIGHT PHYSICAL AND TECHNOLOGICAL RESOURCES**

### **DESCRIPTION**

Currently, the College has one main campus (Stratham), where most programs and services are offered, and a satellite campus (Portsmouth), at which two degree programs are specifically housed. Plans are being implemented to consolidate at the Portsmouth facility by Fall 2009. The move itself will be prefaced by a two-phase construction project. Phase One consists of three projects: a roof rehab, a HVAC upgrade, and some mechanical work. Any construction and maintenance at either campus is and will be in accordance with all the regulations from the State of New Hampshire. A State process for awarding construction projects is also followed.

#### ***Stratham***

Located on approximately 91 acres at 277 Portsmouth Avenue, NHCTC-Stratham serves a population of approximately 500,000, covering the greater part of Rockingham and Strafford counties. The Stratham facility, built in 1982, is a three-story, masonry and steel structure. There are approximately 40,000 square feet of laboratory space, 11,000 square feet of classrooms, 10,000 square feet of office space, and 36,000 square feet of common area, totaling 97,000 square feet. The building is handicapped accessible with 450 parking spaces, including eight handicapped spaces.

The administrative area is located on the first floor of the building with offices for the President with an administrative secretary area; the Vice President of Student and Community Services; Admissions, Registrar, Cashier, Financial Aid offices; Advising Registration Center; and additional support staff. The administrative area was renovated in Fall 2000. This renovation presents a much better flow for students and is much more welcoming. The area also provides privacy and security for student records. Also located on the first floor are the Library and Business Office. Additionally, there are two Automotive laboratories with a total of eight bays and an automotive classroom. Across from Automotive Technology is the Veterinary Technology area which includes a laboratory, classroom, lab animal room, and a small 3-station computer workroom.

Students have a lounge area located in the cafeteria. The Student Life, Student Senate, and VISTA offices and conference area have been relocated into a renovated section of the cafeteria. This area was financed with Student Senate funds and opened in Spring 2005. The Bookstore is located across the hall from the Automotive labs. The TRiO Students Support Service office and conference area, (formerly the Fitness Center) were relocated from a small second floor office to the first floor in Winter 2006. This larger area allows for faculty and student workstations, a conference area, and lounge.

The second floor consists of ten classrooms, Surgical Technology laboratory, Nursing laboratory, two science laboratories, faculty offices, a faculty work/lunch room (which was renovated during 2000), Academic Affairs, a shared adjunct faculty office, Institutional Research, IT department

with wiring closet, a technology wiring closet and storage areas. The Center for Academic Planning and Support was moved to the second floor in January 2002. The Center consists of a 20-station computer lab, math center, writing center, and tutoring area. In addition, there are two quiet study rooms, as well as offices for diversity programming, developmental services, disability services, and career/transfer services. Adjacent to the Center for Academic Planning and Support is another computer lab and a classroom, each equipped with a “Smart Board” and ceiling mounted computer projector. The third floor has a computer laboratory, four classrooms, faculty offices, and an office currently used by Jobs for NH Graduates, a GED and job preparation program.

The grounds of the Stratham campus are landscape

equipped with twenty Dell GX270's (2.8GHZ Pentium 4) and a non-ceiling mounted projector. There is another Smart Room under construction in a third floor classroom.

There are also two locations students can use computers in a supervised environment. CAPS has twenty PCs for student use. CAPS also has seven computers in a quiet testing area set up with dividers. There is one PC set up in a room strictly for disability access with various disability software programs (Dragon Naturally Speaking, ZoomText, Kurzweil 3000). All are 2.8GHZ or better and many have an All-In-One computer chassis. The Library is currently equipped with eight PCs. These computers are X520 All-In-One 3GHZ PCs.

### ***Portsmouth***

The Portsmouth facility, located at 320 Corporate Drive, Portsmouth, is six miles from Stratham on an approximately thirteen acre lot. The College began offering classes at this facility in the Spring semester of 2002. The facility was a military hospital for the Air Force and Navy, and then renovated by Cabletron, Inc. Global Training Facility for sales and technology before becoming the Portsmouth campus. It is a four-story building with a flat roof and masonry construction. The College currently occupies the first floor containing 71,485 square feet. On the first floor, there are eight computer labs/classrooms, thirteen general classrooms, two biology labs, two conference rooms, one computer maintenance room (to control IT systems as well as HVAC, lighting, water, septic, etc), and offices for faculty and staff. There is another wiring closet constructed between two computer labs. It contains a network of routers and switches which are maintained by the IST students as part of their curriculum. One office houses the Office of Workforce Development. The first floor also includes a science research lab and a biomanufacturing lab, The NH Biotechnology Education and Training Center. This lab is a state of the art facility, completed in 2002 with federal funds to support the biotechnology industry in New Hampshire and the region. The Fitness Center equipment has been relocated to Portsmouth, but is not in use due to staffing and usage issues.

One computer classroom is equipped with twenty Dell GX280's (3 GHZ Pentium 4) and a ceiling mounted projector. This space is devoted to multimedia technology, so the room is also outfitted with a plotter for poster printing, multiple digital video cameras, and other video equipment. This room is also used for 3D animation and CAD application. Another classroom has twenty computers and a non-ceiling mounted projector.

Maintenance/janitorial services at Portsmouth are performed with one full-time position and one part-time position. Portsmouth has parking for approximately 350 cars.

### ***Overall Facilities Planning and Management***

The planning and allocation of physical resources is overseen and managed by the senior management team. Faculty and staff present their needs for dedicated space to the administration based on academic requirements, enrollment, accreditation guidelines, and projected growth in a particular area. The senior management, with faculty and staff input, determine the best location based on the amount of space needed, staffing required, safety,

wiring needs (especially for computers), and construction issues. Ultimately, the Department of Public Works gives final approval on all new construction and major repairs.

When new programs are considered for development, the College must submit a letter of intent to the Board of Trustees. Part of the pre-approval decision is the consideration of space. Whenever a new program is pre-approved for implementation, the Curriculum Committee reviews the effect of added classroom/lab requirements on current room usage, as part of the internal program approval process. The Associate Vice President and the Vice President of Academic Affairs work closely to accommodate program needs.

Although several computer classrooms are not dedicated to any particular program and are, therefore, easily scheduled according to need, some science and technology space must be dedicated to specific course/programs because of requisite software and equipment. In addition, the current Portsmouth site rents space to local business and industry, thereby making vacant classrooms profitable. Conversely, the Office of Workforce Development holds classes at area

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	Intranet web services Local computer lab software (e.g., CAD and Visual Studio)
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The information network backbone of the College consists of four T1 lines that connect the College to the System Office, which manages the network system. The System Office is responsible for maintaining the security and integrity of the college network system. The local IT staff problem-solve and install updated equipment. There are four network distribution closets that are connected over fiber uplinks and provide 1000 GB connections to the endpoints. Every classroom is wired with two or four CAT5 jacks and two or four CAT3 (phone) jacks (the larger classrooms have a coax connection, if needed as well). The College uses Intel based personal computers for instruction and staff use. There are no Apple brand computers being used on a production basis.

Institutionally, all full-time faculty have computers. They have been purchased within the last couple of years and are expandable as needed. There is no true replacement strategy currently in place due to budgetary reasons, but on average five to ten staff computers are replaced per year with the help of System Office as well as with local operational planning. Lapsed funds are also used to purchase technology for administrative use. When new computer purchases are made, the IT Director allocates and reassigns equipment as appropriate. Computers that are purchased are usually configured based on a State of New Hampshire standard PC. The State Office of Information Technology decides on vendors for IT related purchases. The high volume of State orders allows for discounted rates. The office also pre-configures systems and printers. Local IT does have the ability to configure systems differently, depending on other technology needs. When purchases are made, a form is filled out by the local IT staff, which is then sent to the NHCTC-System CIO for final approval. The approval process was instituted to prevent unnecessary purchases as well as to monitor orders that can be combined for bulk purchasing at reduced cost.

All of the academic lab and open lab computers are equipped with Faronic Deep Freeze management software. This software resets a computer to its original state as soon as the computer is restarted. Implementing this system has saved hundreds of man hours that used to

enabling the College to provide and offer the latest Microsoft software. Other specific software licenses are purchased through a software vendor at academic prices.

## **APPRAISAL**

The decision to close Stratham and move the entire College to Portsmouth is currently driving facilities management and planning. Although improvements have been made in the Stratham building, any further major changes are suspended while the College negotiates the sale of the property and the final move to Portsmouth. In the interim, Stratham facilities improvement and

In terms of technology infrastructure, the consolidation of the two campus locations as well as the necessary renovations will have impact on the technology backbone. Significant coordination of efforts, an assessment of technology needs for the new site, and sufficient financial resources all will need to be in place in order to ensure a smooth transition.

Despite challenges, there are many positive aspects regarding the move to Portsmouth. The ease of access from the highway and central location are desirable features for students. Location will also increase the College's visibility from a marketing perspective, and increase opportunities for mutually beneficial relationships with business, industry, and other institutions of higher education. The need to duplicate staff and services on two campuses will no longer be an issue, improving coverage and maintenance concerns. Having the entire college community in one place will support communications, collegiality, governance functions, committee and meeting efficiency, and safety concerns. The consolidation will improve students' access to faculty, advisors, and administrative offices.

The Portsmouth location is near several satellite campuses of other colleges. NHCTC-



on the upper floors. The anticipated completion date is July 1, 2009. The Portsmouth migration will commence immediately pursuant to the finish of construction. It is projected that the building will be ready for classes for the academic year 2009-2010. There will be the requisite government oversight

8. The walkway in Portsmouth will be patched as part of Phase One and completed by Fall 2007.

### **FOCUS ON INSTITUTIONAL EFFECTIVENESS**

The impending move to the Portsmouth campus is a significant factor in decisions made to improve the physical resources of the Stratham campus. The college responds to safety issues and health remediation in the Stratham building as they occur, and is more proactive about the physical infrastructure of the Portsmouth campus as part of its consolidation planning, such as rebuilding the HVAC system of the campus as the critical focus of Phase One of the Portsmouth campus construction. The College has recently hired an IT director, who will play a central role in aligning the technology needs across the institution with the mission and strategic goals that define the College in the next Strategic Plan.





Finally, the NHCTC System has a foundation, which is a 501(c) (3). Its mission is to help secure grants and private funding for the seven colleges. The director can accept endowments without going to Governor and Council and can invest money under the direction of the New Hampshire Fiscal Committee.

There are several levels of control over the individual college budgets. The System has an internal auditor who regularly audits the college-held trust accounts and the use of federal financial aid. The State has rules in place to help prevent misuse of state funds. These include a three-tier approval process on expenditures. The use of federal financial aid money is audited yearly by the Legislative Budget Assistance (LBA) by performing an A133 audit. Random audits of the business office are held according to rules established by the LBA. The last full business office audit was held in 1998, and another one is scheduled for the summer of 2007. In addition, all seven colleges share a system-wide financial database that allows for accurate and timely reporting to the Board of Trustees on the usage of funds. All financial activities by the College are reported yearly in the New Hampshire Comprehensive Annual Financial Report (CAFR); however the College system is not a separate entity in this annual report.

Every year, financial aid both at the system and local level undergoes a state audit. Over several years, certain issues, including return of Title IV funds and verification processes, precipitated a federal audit for Manchester – Stratham in 2005. C

The State of New Hampshire budget process is cumbersome, a view supported by a recent survey conducted by the College. According to one respondent, “The budget process changes frequently. My familiarity with the current procedure is limited. However, it is safe to say that adequate funding of our academic programs is an area that needs to be addressed.” The budget is built two years in advance, and many revisions are made before final approval is given. Fortunately, NHCTC-Stratham/Portsmouth has increased revenue, and the State has supported the campus with additional requested appropriation. Moreover, the Academic Leadership Team is working to ensure that department chairs are more integral to the budgeting process. Budget lines, such as equipment can be spent at the College’s discretion, and increased involvement of faculty and staff in decision-making is necessary.

A tuition stabilization bill was passed for FY07 to help the colleges meet budget needs without raising the cost of tuition, and the colleges have been given extra appropriation from energy savings efforts. The System is also considering a structural change to self governance, modeled after the University of New Hampshire, to help solve some of the issues that arise from being a state agency, and that will give the NHCTC System’s Board of Trustees more autonomy.

Weaknesses in the last full business office audit of 1998 have been rectified. The auditors found that the College-held general ledger software should have an audit trail. This ledger software was updated in 1999. The auditors also recommended better policies and procedures. The System office has been working on generating system-wide policies. System-wide financial aid policies have just been completed and are available on a shared website.

The current processes for the financial databases are unwieldy. The colleges use Banner software for Student and Accounts Receivable. The Business Office must manually input into the college-held checking accounts, and then the money must be transferred to the New Hampshire Treasury. The information is put into both the College financial system, called FINA, and the state-wide financial system, called IFS. These two systems must then be reconciled. The colleges have purchased Banner Finance, and implementation is scheduled for July 1, 2007. Training on the new system has just begun, so it is still unclear how much this new system can do. However, automatic feed from the Student Accounts Receivables and automatic bank reconciliation should help to reduce the current manual workload.

## **PROJECTION**

1. The anticipated College move to a single location in Portsmouth is a significant factor in the long-range financial health of the institution. Current State allocations for the Portsmouth Campus coupled with the sale of the Stratham facility should provide the foundation for fiscal strength. The long-term projected cost-savings of consolidation and continuing enrollment growth should contribute to a balanced budget over the next five years.
2. The new Strategic Plan, under the direction of the College Coordinating Council, will place emphasis on the synchronization of the strategic initiatives with budget priorities,

involvement of managers and supervisors in the budget cycle, and improved coordination of financial planning in light of institutional outcomes.

3. To facilitate integration of financial and strategic planning, Banner Finance will be implemented with all appropriate staff trained by 2008. This technology should improve budgeting processes as well as increase efficiency and reduce human error.
4. The System is beginning the process of searching for a permanent president for NHCTC-Stratham/Portsmouth. Once a person is selected then this person will assist the College with finding more grants, donations, and business partnerships to support our programs.
5. The College will continue to solicit assistance from the department chairs prior to the building of the budgets to ensure that the money is spent in a way that maximizes the colleges' potential.
6. The College will continue to monitor and review the effective disbursement of Federally Funded Financial Aid.

#### **FOCUS ON INSTITUTIONAL EFFECTIVENESS**

With System, federal, and local oversight, the College's financial condition is reviewed and analyzed, resulting in improvements in efficiency and financial management. Simultaneously, the College is moving toward more effective use of technology tying financial planning to the Strategic Plan with an opportunity to re-evaluate budgetary priorities on an annual basis. The anticipated consolidation to a single campus location, the elimination of duplication of services, and the establishment of focused institutional priorities should result in effective financial management practices, even in an era of erratic state financial support.

## STANDARD TEN PUBLIC DISCLOSURE

### DESCRIPTION

NHCTC-Stratham/Portsmouth uses multiple media to provide the public with useful and accurate information about itself. While the annual catalogue was once the main publication for the College, the Internet has now become an equal partner in disseminating information to students, prospective students, and members of the community (See Table 10.1).

**Table 10.1 Available Publications**

Publications	Print	Web
College Catalogue	X	X
Student Handbook		X
Faculty/Staff Handbook	X	X (Blackboard)
Semester Course Schedule	X	X
Adjunct Handbook	X	X (Blackboard)
Individual Department Brochures	X	
Application	X	X
Registration Form	X	X
Viewbook	X	
Program Sheets	X	X (CAPS Website)*
Financial Report	X	X (nh.gov)*
Institutional Research	X	X (Blackboard)
Programs at all NHCTC campuses	X (grid)	X (ccsnh.edu)*
College Core Attributes	X	
Office of Workforce Development	X	X

[www.stratham.nhctc.edu/caps](http://www.stratham.nhctc.edu/caps)

[http://www.nh.gov/treasury/Divisions/DM/Information%20Statement%20Supplement%20-%20May,%202006%20\(pdf\).PDF](http://www.nh.gov/treasury/Divisions/DM/Information%20Statement%20Supplement%20-%20May,%202006%20(pdf).PDF)

[www.nhctc.edu](http://www.nhctc.edu)

The Catalogue is updated annually and contains an abbreviated table of contents to direct the public to main sections of the publication. The vision and mission are prominently displayed; followed by a message from the President. This is followed by the notice of non-discrimination, acei0me5rf3538(nt%5(e5rf3538(nt%f3538(nt%f35d m)s19 iei0meiy -11 T3.8 rTD0.0001 Tc95i4195)iscr-40.



and staff, along with their degrees, are published. Included in the faculty and staff section is a listing of the College's administration, the College's Advisory Committee, and System's Governing Board.

The College's website ([www.stratham.nhctc.edu](http://www.stratham.nhctc.edu)) contains everything that is in the Catalogue plus some extra features: campus descriptions, forms to download, (e.g., application, registration, transcript request, etc.), nursing information sessions, bookstore information, a link to the virtual bookstore, links to department websites, student handbook, archived Catalogues, course schedules, and access to the Blackboard and Student Information System (SIS) websites. Additionally, announcements are posted on several homepages (Blackboard Portal, SIS, CAPS) that alert students and potential studd

Course schedules are published three times per year: fall, spring, and summer. Course schedules contain current course offerings for 8-week, 16-week, 12-week, online, and other time frames for both the Stratham and Portsmouth campuses. The first few pages contain general information about the College as well as an academic calendar. The information selected for publication serves a dual purpose: (1) to inform the public about the College (location, mission, accreditation status, etc.) and (2) to provide key information to students, i.e., financial aid, tuition and fees, payment options, refund policy, bookstore hours, support services, and access to the Student Information System and Blackboard. Following are courses and course description, listed alphabetically by subject area and arranged by campus. Side bars on each page highlight special programs, courses, events, faculty, frequently asked questions, scholarships, academic policies, and admission checklists. The final page is a registration form that can be faxed or mailed. The Office of Workforce Development publishes a separate schedule of non-credit courses, but advertises its services in the College Schedule.

Information on academic programs is available through the Catalogue, website, and program information packets produced by Academic Affairs. Faculty and Admissions staff use this information to advise students. These packets are found in the main lobby and at the front reception desk. Other programs such as CAPS, Library, Title III, and TRiO also produce informational handouts. Items such as brochures, bookmarks, flyers, and promotional items can be found throughout the campuses and are used at public events and new student orientation.

Program excellence is a high priority as evidenced by systematic program review occurring on a five-year cycle. However, the results of the cycled reviews are not made available to the public. Student success in licensing exams and external accreditations for several programs further document the College's effectiveness in delivering on the promises of its publications.

The College publishes notice of Accreditation reviews and the opportunity for public comment in accordance with NEASC-CIHE guidelines.

## **APPRAISAL**

Although limited funding is available for marketing and promotional materials, the College is advancing in its efforts to produce high quality publications. The Catalogue is well designed and presents accurate and complete information about the College, its policies, programs, procedures, and faculty/staff. Because faculty and staff contribute to the Catalogue and review content on an annual basis, information is continuously updated and checked for accuracy. Absent, however, from the Catalogue (as well as the website) are the most recent audited financial statement and the amount of debt a student can expect to incur. Because Stratham and Manchester just recently separated, the amount of debt for a student cohort going through two to three years at Stratham alone has yet to be calculated. Nevertheless, the College does have a responsibility to publish this information on( financiae3 tham)8.

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after critical enrollment times; departments involved in admitting and advising new students had to rely on printed drafts of the Catalogue and course schedule in order to advise students.

The course schedule has undergone several iterations in layout and design, but its current format is clear and easy to use. While students can also go to the website to find the course schedule, the printed piece is a familiar tool. The clear advantage of the website, however, is real-time accuracy.

The Web has become a powerful and necessary marketing information tool, with more students finding and comparing colleges on the Web. The College has recognized the importance of having a comprehensive and accurate website by supporting a graphic design/webmaster position. The separation of websites did not coincide with the sepa

the public. All of this points to a need for comp

Establishing an agreeable layout, design, and content as well as accessibility by persons with disabilities.

Developing a plan for faculty and department web pages that link from the College website.

Posting the following pieces of information: (1) College Strategic Plan; (2) Up-to-date information on the move to Portsmouth; (3) Core Attributes; (4) Program Review summaries; (5) Nursing passage rates on NCLEX; (6) Student demographics, transfer and retention rates; (7) Institutional Research results; (8) Direct links to view documents such as audit information, financial reports, and student debt information, once available.

3. The Institutional Researcher will coordinate the collection of data on graduation rates. Graduation information will be published on the website and in the Catalogue beginning with the 2009-2010 publication.
4. A newly developed College Profile Sheet is evolving into a document that could represent a wide range of information about the College in a succinct “Fast-Facts” format. The Marketing Committee, which includes senior management and the Director of Marketing, will clarify the target audiences for this publication, the specific information to be included, and review and update it annually.
5. The Enrollment Management Team will initiate its newly established timeline for publication of critical materials and make adjustments when and if necessary. These timelines will be organized and communicated to all College personnel on an annual or semiannual basis.
6. Announcements will be published in the Sunday Portsmouth Herald (which reaches all Rockingham County papers) and Foster’s Daily Democrat newspapers, as well as College newsletters about the visit, with information about the opportunities and process for third party comments.

## **FOCUS ON INSTITUTIONAL EFFECTIVENESS**

The College has consistently reviewed and updated its publications annually for changes in policy, information, programs, and curricula. Nevertheless, turnover in staff and the split from Manchester have hampered the responsiveness to currency the College aims for. It is expected that the recent upgrade in the Banner system will allow access to data in a timely and efficient manner. Thus, the College will continue to improve effectiveness in the area of public disclosure through enhanced communication with its various constituencies.



<http://www.nhctc.edu/boardoftrustees.htm>). Included in its operations is the ad-hoc structure and responsibilities for the Financial Committee, Legislative Committee, Strategic and Academic Planning Committee, and the Facility and Capital Budget Committee. The Board of Trustees





for students wishing to bring a formal complaint against any member of the College community. The Student Handbook addresses student rights, disciplinary standards, investigation of student conduct, status of students pending final action, and hearing committee procedures.

College policies and procedures, as stated in the Faculty and Staff Handbook, SEA Union Contract, the Adjunct Faculty Handbook, and the BOT manual regarding employee eligibility, faculty appointment and evaluation, non-discrimination/affirmative action, sexual harassment, academic rank, grievance, promotion, salary and benefits, rights and responsibilities, termination, workload, and tuition abatement are consistent. The Faculty and Staff Handbook is under revision, after the separation from Manchester, and will be available online to all faculty and staff. The handbook outlines the organization of the College and the operations of its committees and academic departments. Sections on emergency procedures and student judicial policies are included as well. The handbook articulates the code of ethics statement for faculty and their commitment and responsibilities to both students and the profession. The Faculty and Staff Handbook also provides an explanation of benefits, evaluation procedures, and promotion guidelines. Salary, benefits, workload, and grievance procedures are included in the SEAU contract that is negotiated every two years. The SEA/SEIU Collective Bargaining Agreement is received by all faculty and staff when initiating membership and upon the ratification of a new contract. Additionally, there is an Adjunct Faculty Handbook that is updated annually and distributed to new hires, and is available on Blackboard.

The College establishes its directive to provide academic freedom to all members of the college community in the Students' Bill of Rights and in the Academic Freedom section of the Faculty and Staff Handbook. The Student Bill of Rights is located in the Catalogue. This statement serves as a "Mission Statement" for the information detailed about students' rights and responsibilities in the online Student Handbook. The Family Education and Right to Privacy Act of 1974 (FERPA) guides the College in maintaining student educational records. Information is considered confidential.

programs that are designed to improve individual and organizational performance, support economic development, and promote successful global competition. Experts from the College and community teach these courses. Credit and non-credit training programs are customized to meet specific needs. Training can take place on campus, at an employer's facility, or at another location of choice. Students participating in customized credit programs are registered into the College system. All students may seek advice, academic counseling, and referral from the professional staff in CAPS. Non-credit students who utilize CAPS services are charged a minimal fee. The College sponsors workshops, conferences, and meetings of professional organizations associated with its programs and services. All such training and activities are carried out in accordance with the aforementioned policies and procedures in place to assure the integrity of the institution.

The College serves the residents of Rockingham County and Strafford County. Table 11.1 demonstrates that the diversity at the College is reflective of the communities it serves and is more diverse than New Hampshire as a whole and each of the counties it services:

**Table 11.1 Comparative Diversity Data**

\*Data is from <http://quickfacts.census.gov/qfd/states/33/33015.html>

^Data is from Employment Records in Human Resources at NHCTC-S

The College continues to recognize the need to increase the diversity of its employees beyond age and gender. However, the State of New Hampshire has very specific personnel guidelines for its hiring practices, which includes attempting to hire from within the college system before hiring from outside applicants. The College adheres to these guidelines, and when able, makes efforts to increase its workforce by advertising in diverse areas. For example, in the search for the new president, job postings have been placed in *Community College Times*, *Chronicle of Higher Ed*, *Manchester, NH - Union Leader*, *Wall Street Journal*, *Boston Globe*, and additionally in the *Hispanic Outlook*, *Diverse Issues in Higher Education* (formerly *Black Issues in Higher Education*), and *wihe.com* (women in higher education).

The College offers a variety of programming and services to support multi-cultural perspectives and students with varying backgrounds and needs. For example, CAPS has twice won an award for website excellence from the Learning Support Centers in Higher Education (2003 and 2006). One of the major reasons that CAPS won this award is due to the accessibility of the website by persons with disabilities. Other examples include One College-One Book, Service-Learning, Center for Academic Planning and Support (CAPS), academic advising, College Success

Languages (ESOL), community service opportunities, Jobs for NH's Graduates (JNHG), Project Running Start, and Community Education and Training programs. Information about all of these programs can be found in the Student Handbook, Catalogue, College website, Blackboard, and/or posted on flyers around the College and community.

In CAPS, the Diversity Programming Coordinator is the ESL/International student advisor and offers cultural counseling, visa counseling, and the Conversation Partners Program. The purpose of the Conversation Partners Program is to engage non-native speakers of English in informal conversation with native speakers to improve fluency, acculturation, and sense of belonging at the College. English-speaking participants also benefit from this partners program. This staff member is also an advisor to non-traditional students—those who are enrolled in programs not traditional to their gender: men in nursing, veterinary technology, and surgical technology, and women in automotive or computer technologies. This program is also extended to the community such as when local Girl Scouts are invited to come to the College to learn about technology. There are also scholarships available for faculty-nominated students in nontraditional programs of study.

One College-One Book (OCOB) is a yearlong campaign uniting members of the College community using themes for activities and classroom curriculum derived from one book, which is distributed to faculty, staff, and students at the start of each academic year. Since 2002, OCOB has tackled topics such as racial and religious intolerance, discrimination, bigotry, and cultural diversity. Some of the books that have been used include: *Having Our Say*, *The Crucible*, *Facing the Lion*, *Riding the Bus with My Sister*, and *The Kite Runner*.

Service Learning is an innovative instructional strategy in which faculty work with a community partner to provide course experiences in which students apply what they learn in the classroom to

## **APPRAISAL**

Information in the Faculty and Staff Handbook is available through a variety of venues. Ongoing updates of policies and procedures are sent via email and notice of changes on the System or Board of Trustee websites, as well as the College community Blackboard site. However, the physical handbook has not been updated since 2004; neither has it been given out to all new hires. The process for updating the physical handbook was coordinated by Manchester, and was cumbersome and difficult to keep current in hard copy. Now that Stratham/Portsmouth has resumed responsibility for its own Faculty and Staff Handbook, the decision has been made to eliminate the hard copy process, and make the Handbook accessible in electronic form only. This will allow for efficiency of updates and for faculty and staff to have access to the most current policy and procedures. In addition, the Student Judicial System and grievance procedures had not been revised for a number of years, but are currently being reviewed and clarified as part of a system-wide initiative for consistency. One of these procedures is specific to Judicial Appeals committee composition. There is no standing Judicial Committee to consider Student Code of Conduct appeals.

NHCTC-Stratham/Portsmouth subscribes to high ethical standards and demonstrates honesty and integrity in governance, personnel practices, union negotiations, admissions, academic affairs, student affairs, and fiscal affairs. However, Department Chairs, who directly hire adjunct faculty, do not currently have a formalized review of non-discriminatory practices, and instructors from the community who teach for the Office of Workforce Development are not formally trained in diversity or sexual harassment policies. Annual presentations on Equity topics, policies and procedures are included in pre-semester meetings for faculty, including adjunct, and staff. Equity information and presentations are posted on the College Community Blackboard site for ease of referral and to supplement the in-house trainings. The members of the Equity Committee have responded effectively to equity issues that have arisen. However, due to recent Equity Committee member turnover and difficulty of coordinating training with faculty schedules, not all members are fully trained. Although additional campus training is needed in the specific areas noted above, direction on all personnel issues is available from the System Human Resource Department.

The College continues to evaluate its practices and policies through its seven governance committees, the CCC, and the Equity Committee for Equal Access. When the College uncoupled from Manchester, the Diversity Team mentioned in the 2004 NEASC Interim Report suspended activity as the result of a presidential decision. This action does not, however, reflect the College's commitment to diversity, as shown by the sample of ongoing activities and services noted in Description.

## **PROJECTION**

1. The CCC in its Strategic Planning role will review the need to re-establish the Diversity Committee by December 2007.

2. In conjunction with Human Resources, the College will develop training modules and schedules in fair hiring practices, non-discrimination, diversity, and sexual harassment for managers and supervisors, Equity Committee, and all personnel as appropriate beginning in Fall 2007. In addition, Senior Management will follow up with an assessment of other personnel related training needs

## CONCLUSION