

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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INSTITUTIONAL CHARACTERISTICS

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

Date: **May 2007**

1. Corporate name of institution: **New Hampshire Community Technical College – Stratham**
2. Address (city, state, zip code): **277 Portsmouth Avenue, Stratham, NH 03885**
Phone: **(603) 772-1194** URL of institutional webpage: **www.stratham.nhctc.edu**
3. Date institution was chartered or authorized: **1945**
4. Date institution enrolled first students in degree programs: **1967**
5. Date institution awarded first degrees: **1968**

Type of control: (check)

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other:

(Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

State of New Hampshire

Associate in Arts, Associate in Science, and Associate in Applied Science

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

7. Level of postsecondary offering (check all that apply):

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other

Specify: **non-credit workshops**

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

Occupational training at the crafts/ clerical level (certificate or diploma)

Liberal arts and general

		Computer Technology		35.75
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
Early Childhood Education	Certificate, Family Child Care Provider	100%	34
Accounting	Associate	50% or more	42
Management	Associate	50% or more	42
Marketing	Associate	50% or more	18
Liberal Arts	Associate	50% or more	393

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
Timberland Regional School District	Plaistow, NH	LA/Teacher Prep	AA	100
Hampstead School District	Hampstead, NH	LA/Teacher Prep	AA	100
Portsmouth Naval Shipyard	Kittery, ME	Civilian Leadership	AS	30

16. List by name and title the chief administrative officers of the institution. (Use the table provided on the next page.)

17. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office & other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;

- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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

In 1945 NHCTC-Stratham was founded within a state college system to provide “trade and vocational training and retraining for the occupational adjustment of youths and adults...” Located in Portsmouth, the school was named the State Trade School at Portsmouth. In 1949 the name was changed to New Hampshire Technical Institute for the school offered more technical courses.

In 1965 the college’s new building in Portsmouth was opened. The college was renamed to Vocational Institute to “prepare qualified high school graduates or the equivalent as skilled workers to meet the occupational needs of the state.” The college was allowed by the State Board of Education to grant the Associate in Applied Science and the Associate in Science Degrees in 1967. The college was granted accreditation in 1975 by the Commission on Vocational, Technical, Career Institutions of New England Association of Schools and Colleges. Seven years later in 1982, the college was relocated from Portsmouth to Stratham. In 1983 the college started offering classes at Pease to the air force and in 1986 other college students were permitted to enter the base with a pass they received for the semester. The college name was changed again in 1989 to New Hampshire Technical College at Stratham.

In 1996 the Stratham College merged with the Manchester College of the NHCTC system. This resulted in a major change in the organization and governance of the institution. In the same year, the college was given the authority to grant the Associate of Art Degree. The new name became the New Hampshire Community Technical College Manchester/Stratham to provide “comprehensive, market-driven, accessible, quality programs of higher education....” In 2001, the Pease campus was moved to the current building at Corporate Drive. In 2002, the college received its accreditation from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

In September, 2005 Stratham returned to its status as an independent college of the New Hampshire Community Technical College System. The College filed a Substantive Change Document that outlined the steps the College would take in the transitional period between its separation from Manchester and the NEASC site visit. The College is planning to relocate to Portsmouth by 2009.

CHIEF INSTITUTIONAL OFFICERS

Function Or Office	Name	Exact Title
Chair Board of Trustees	Paul Holloway	Chairperson, Board of Trustees
President/Director	Wildolfo Arvelo	President
Executive Vice President	Dr. Bruce Baker	Vice President of Student and Community Services/ Chief Campus Officer
Chief Academic Officer	Diane Chin	Vice President of Academic Affairs
Chief Financial Officer	Karen Lavertu	Chief Financial Officer
Chief Student Services Officer	Dr. Bruce Baker	Vice President of Student and Community Services/ Chief Campus Officer
Planning	Dr. Bruce Baker	Vice President of Student and Community Services/ Chief Campus Officer
Institutional Research	Dr. Hui-Ling Chen	Institutional Researcher
Development	n/a	
Library	Rebecca Clerkin	Director of Learning Resources
Chief Information Officer	David Smith	Technical Support Specialist
Continuing Education	Lin Tamulonis	Interim Director of Workforce Development
Grants/Research	Charlotte Buffington	Associate Vice President of Academic Affairs
Admissions	Laurilee Shennett	Coordinator of Admissions/ Counselors
Registrar	Bonnie Meattey	Registrar
Financial Aid	Lauren Hughes	Director of Financial Aid
Public Relations	Lisa Proulx	Marketing Director
Alumni Association	n/a	

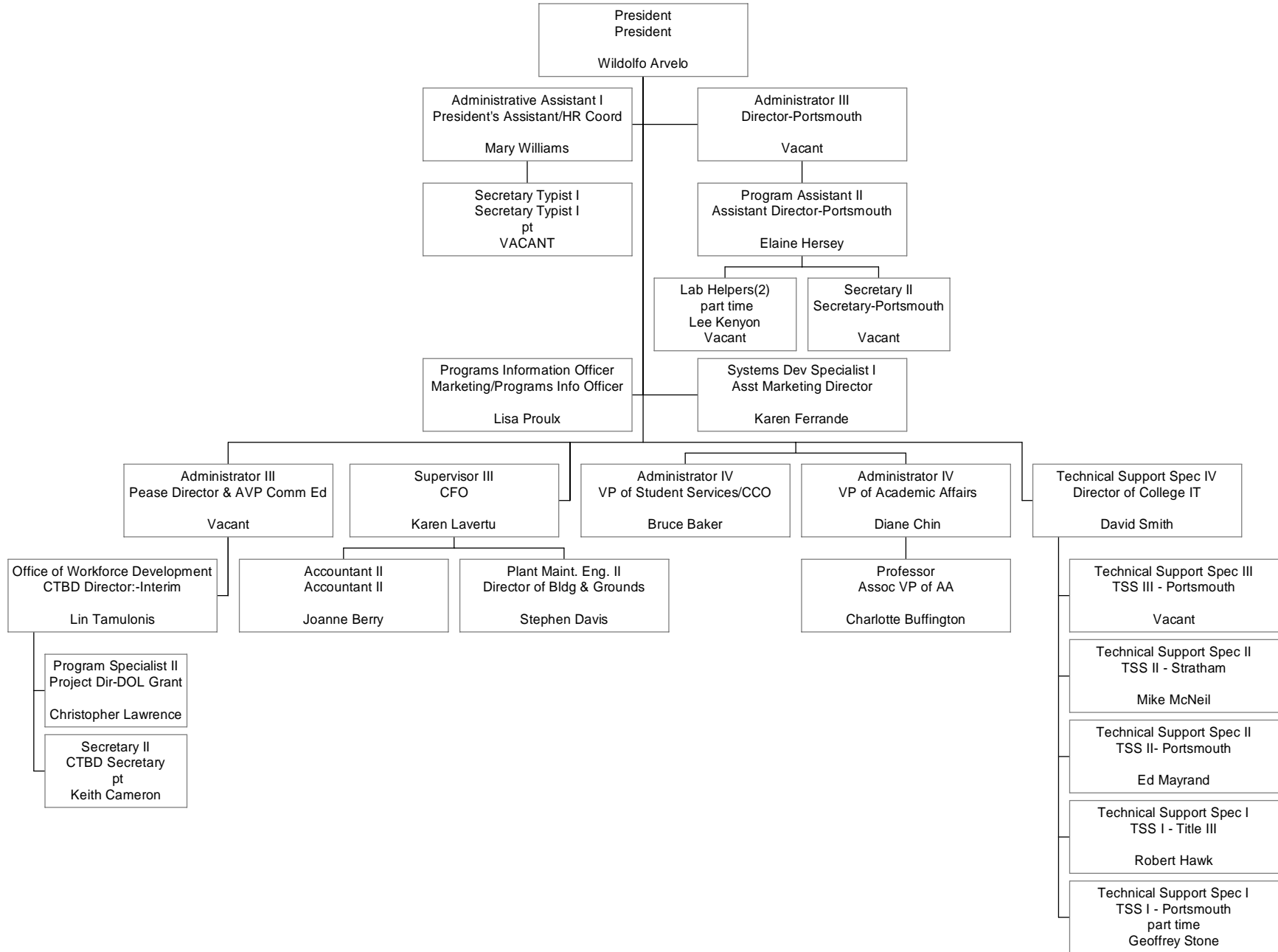
INVENTORY OF SPECIALIZED ACCREDITATIONS

NEASC's Revised Standards require program review with an external perspective (4.9). Specialized programmatic accreditation can provide an external measure validating educational effectiveness, especially as these agencies increase their attention to assessment of student learning.

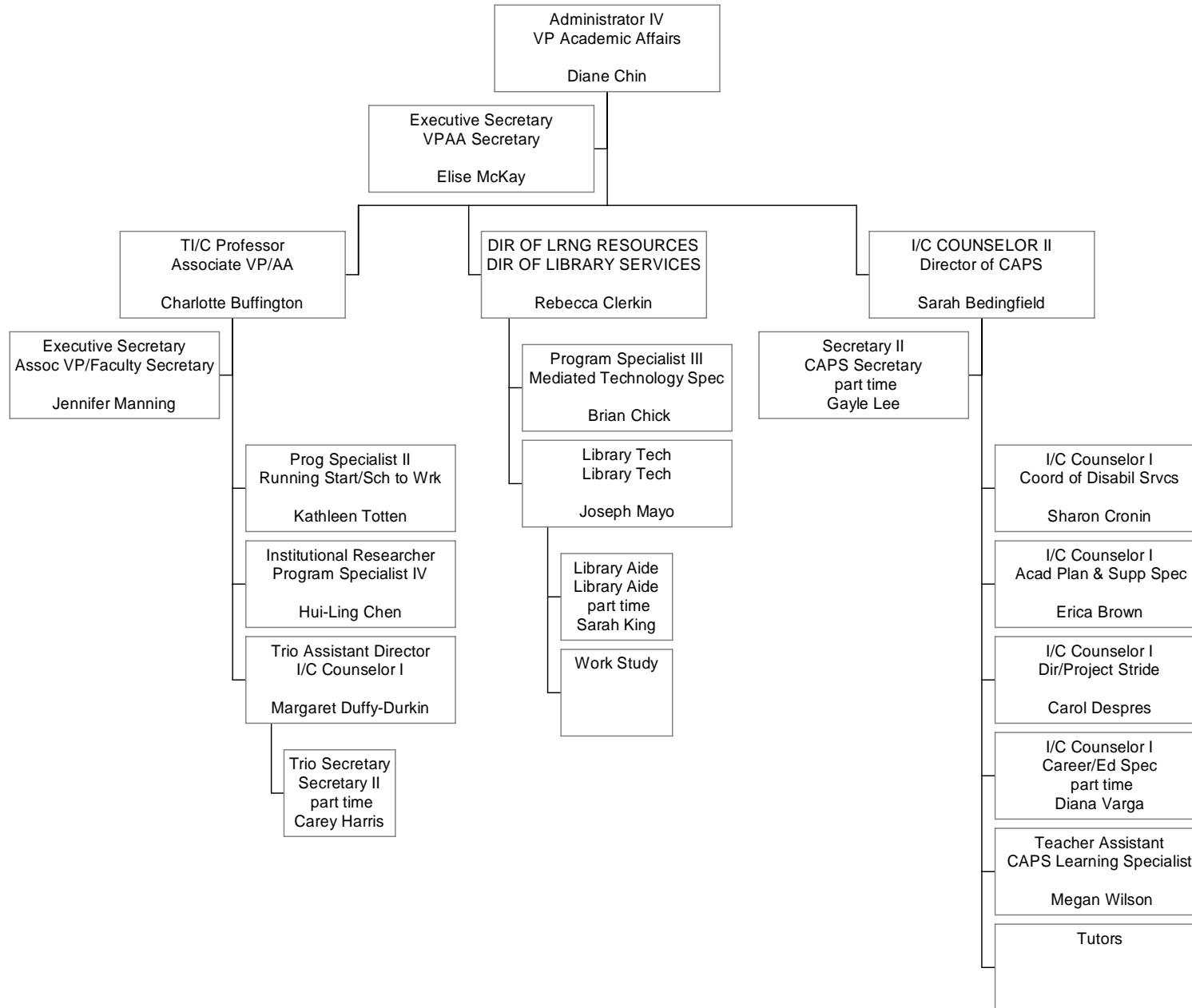
Professional, special, State, or programmatic accreditations currently held by institution (By agency & program name)	Date of most recent accreditation action by each listed agency	Summary (bullet points) of key issues for continuing institutional attention identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	October 1999	No issues at present time. Full status accreditation.	<ol style="list-style-type: none"> 1. Sponsoring post- secondary institution must be accredited by U.S. Department of Education 2. Written Program Goals, objectives, and learning domains for planning, implementation and evaluation 3. Program resources to include faculty, clerical support staff, curriculum, finances, offices, classroom/lab, clinical affiliations, equipment/supplies, computer resources, reference material and professional continuing education 4. Student and Graduate Evaluation/Assessment 5. Fair Practices
Association of Collegiate Business Schools and Programs (ACBSP) Accreditation for the AS degrees in Management, Accounting and Marketing	Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report August 2006	Developing measures of student outcomes that are reliable and valid	<ol style="list-style-type: none"> 1. Student Learning Results 2. Student and Stakeholder Focused Results 3. Budgetary, Financial, & Market Performance results 4. Faculty and Staff Focused Results 5. Organizational Effectiveness Results.
National League for Nursing Accreditation Commission (NLNAC)	April 2006	Continue to aggregate and trend data for the use of program improvement. Improve survey response rate, especially the employer survey and graduate survey.	<ol style="list-style-type: none"> 1. Graduate survey and employer survey 2. Graduation rate 3. Licensure pass rate 4. Job placement rate 5. Program satisfaction survey
New Hampshire Board of Nursing and Nurse Registration	November 2003	<ol style="list-style-type: none"> 1. Increase opportunity for faculty and students to use state-of-the-art technology 2. Investigate the possible causes of the low pass rate on NCLEX licensing exam and develop strategies for improving the pass 	<ol style="list-style-type: none"> 1. Licensure exam pass rate 2. Critical thinking and communication skills

		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	<ul style="list-style-type: none"> • Critical recommendation: The Institutional Care & Use Committee become functional • Major recommendation: Library holdings and computer stations continue to be increased • Minor recommendations: <ol style="list-style-type: none"> 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.)	Performance indicators not required; program curriculum, equipment, and instructor certifications are required.

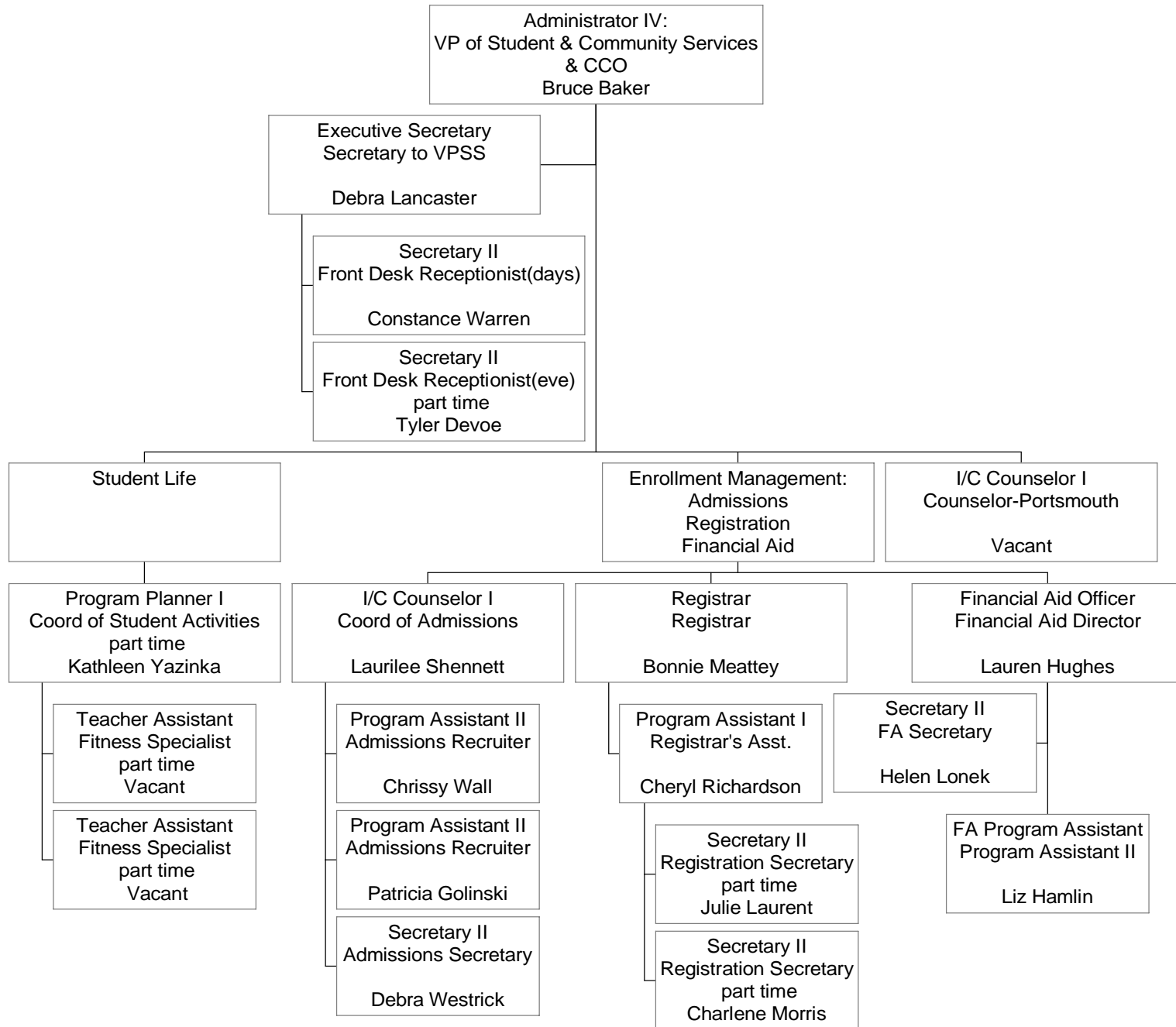
New Hampshire Community Technical College – Organizational Charts Stratham/Portsmouth



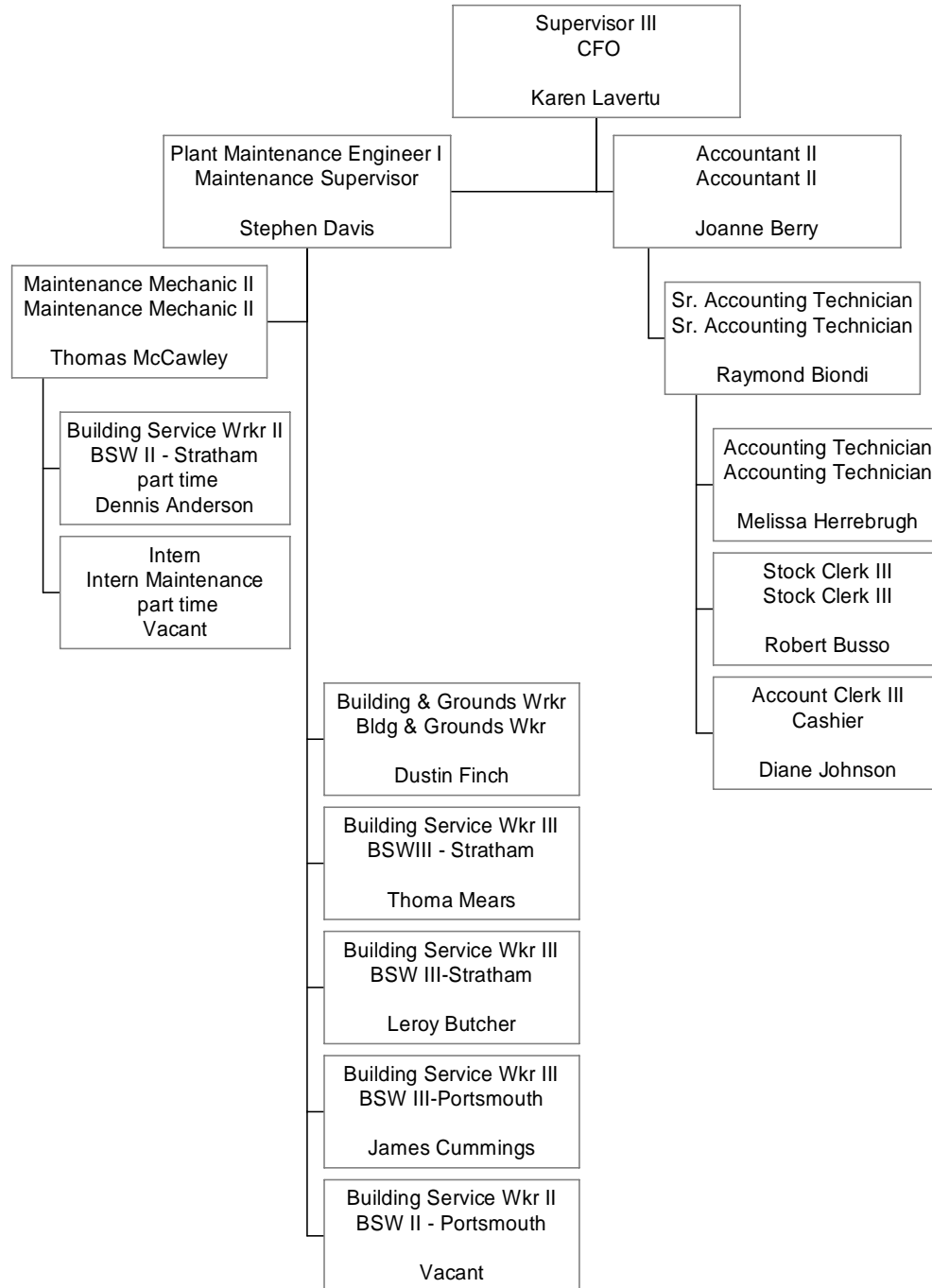
New Hampshire Community Technical College Academic Affairs



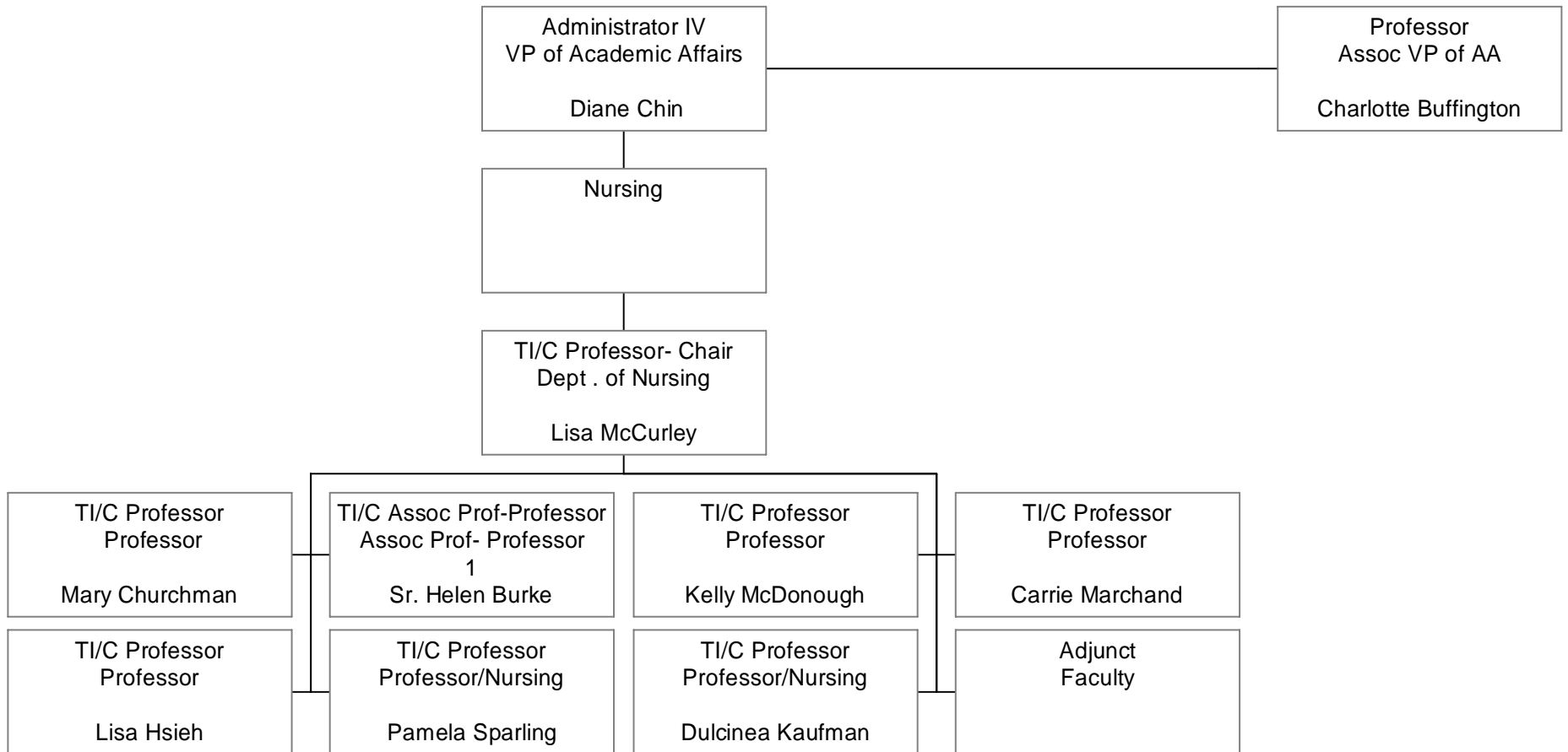
New Hampshire Community Technical College Student Services



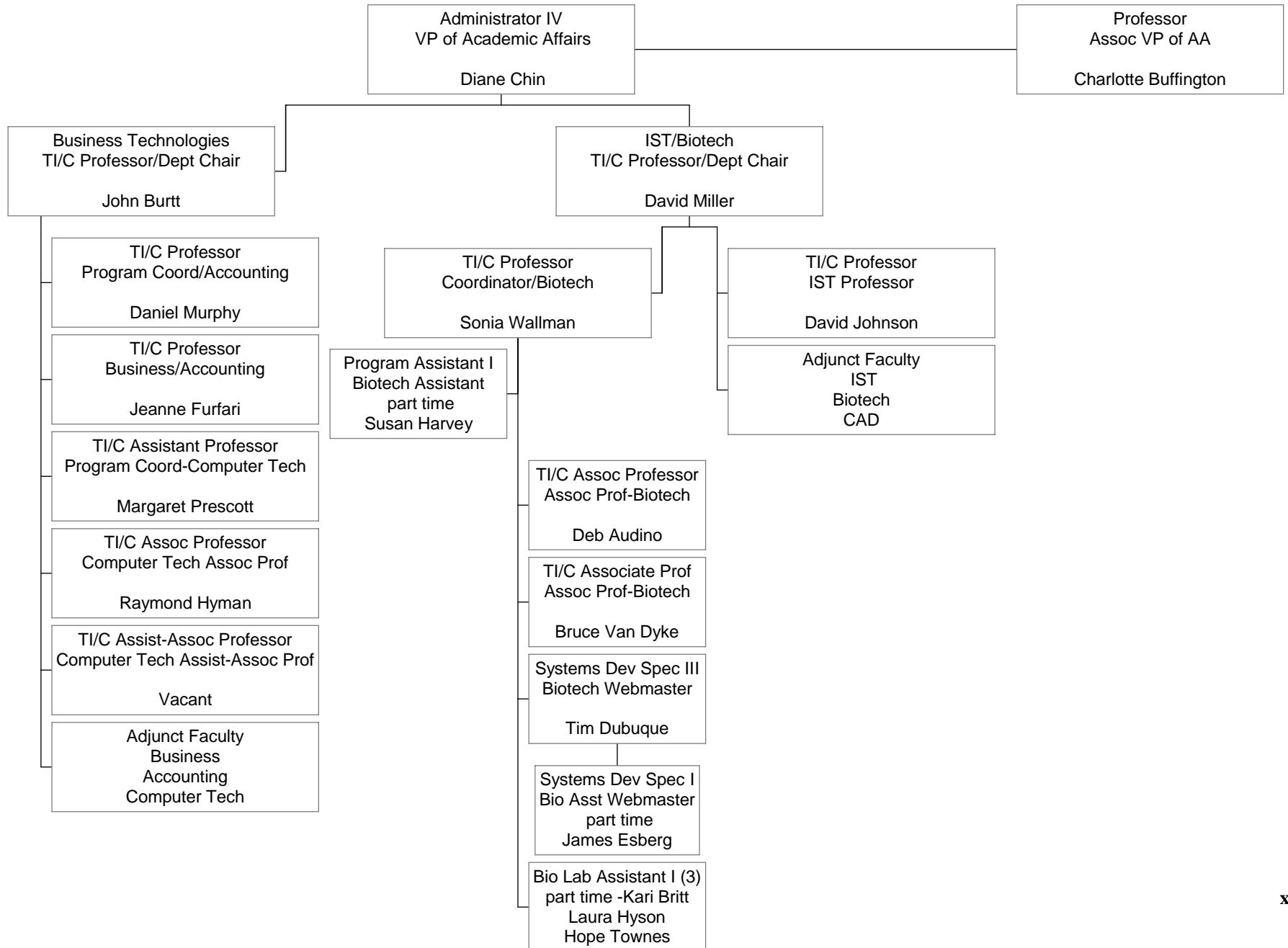
**New Hampshire Community Technical College
Maintenance/Business Office**



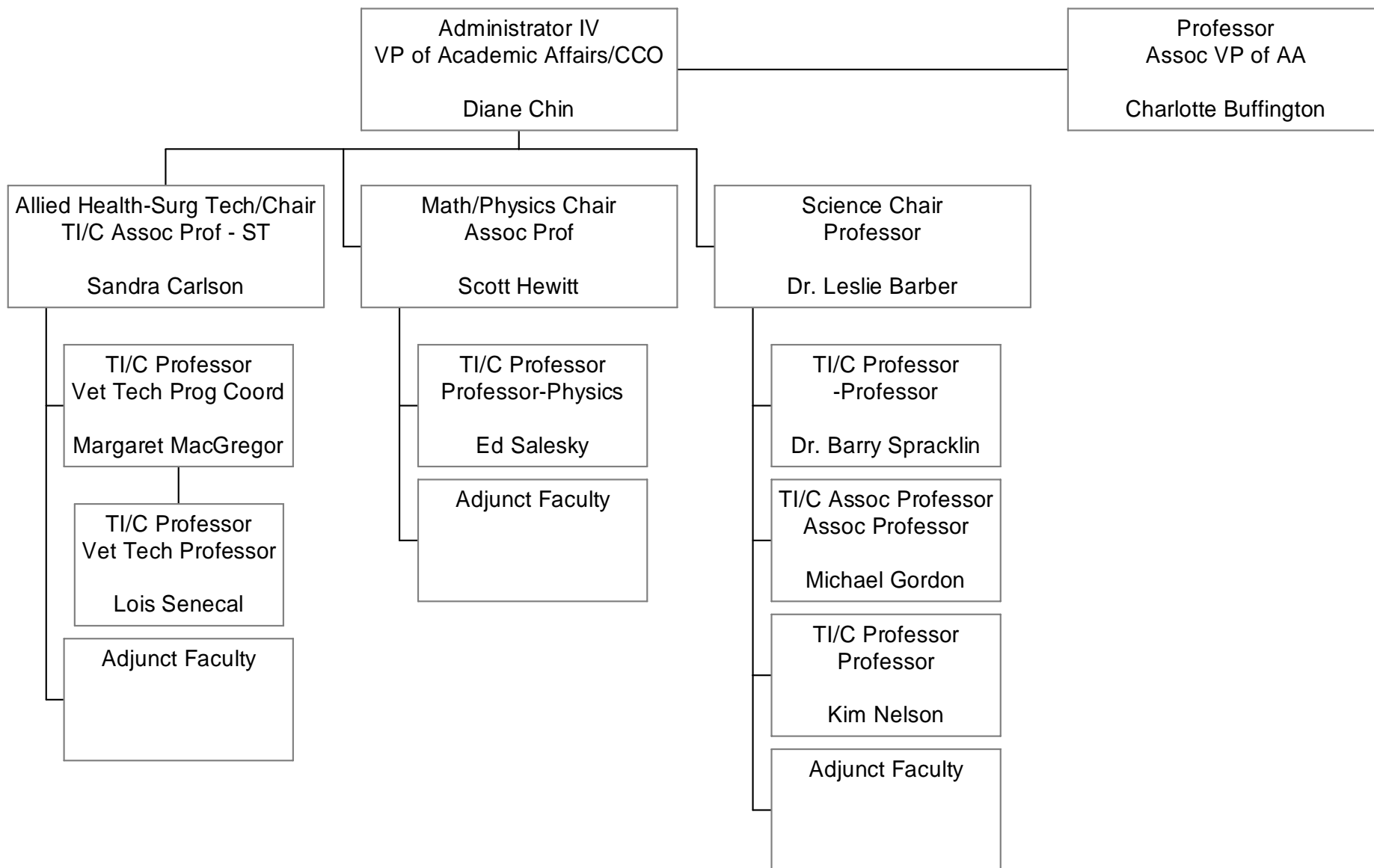
**New Hampshire Community Technical College
Department of Nursing**



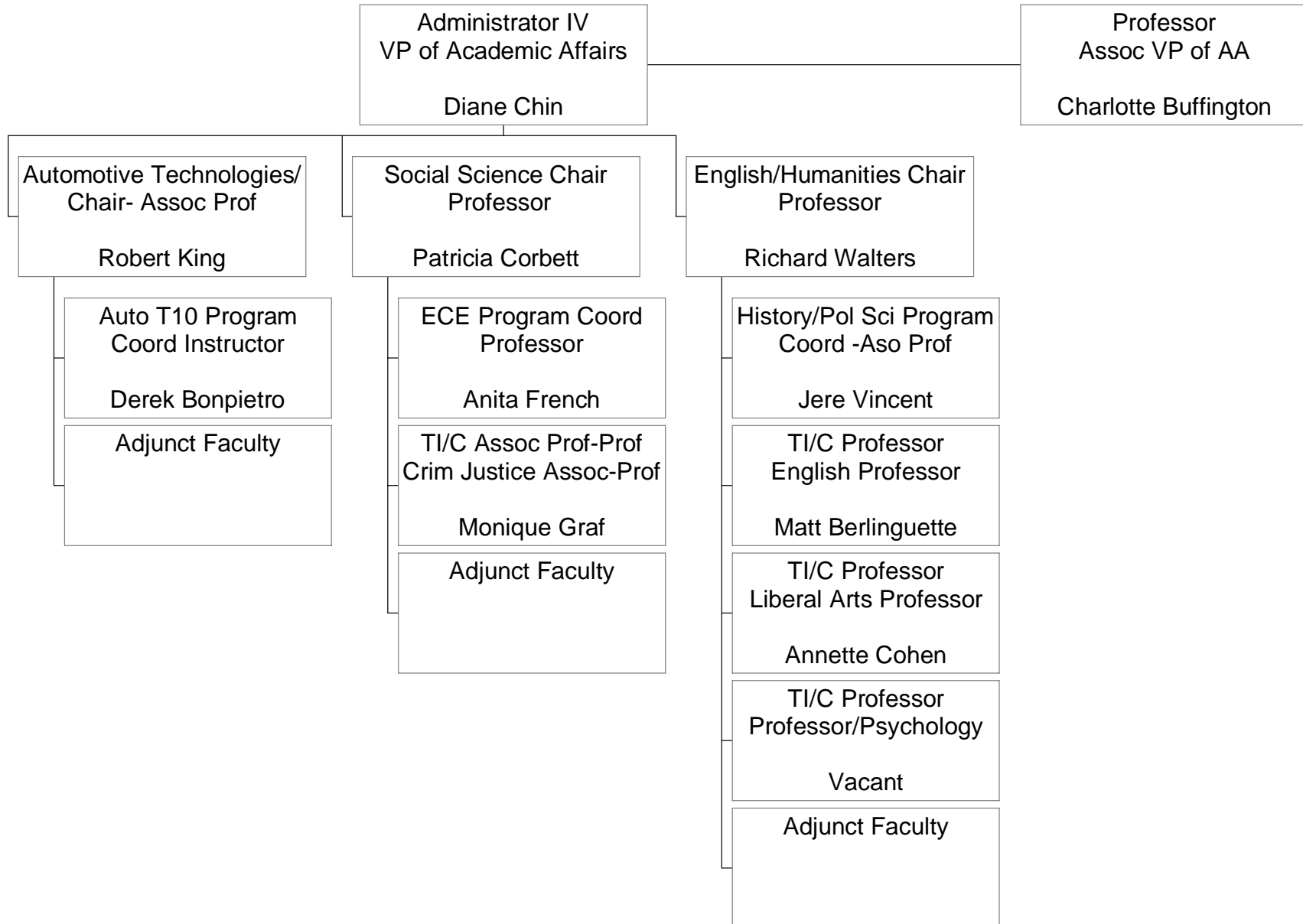
**New Hampshire Community Technical College
Business/Computer Department & Information Systems Technology/Biotechnology/Computer Aided Drafting Department**



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



**New Hampshire Community Technical College
Departments of Automotive, Social Sciences, & English**



PREFACE

Community colleges are, necessarily, fluid in nature and New Hampshire Community Technical College-Stratham/Portsmouth is no exception. The ability to change quickly and frequently allows us to be responsive to the needs of the community and business and industry, an important piece of our mission. It also presents challenges in keeping all parties informed of our ever-changing programs, policies, and structure. This challenge became readily apparent in attempting to complete a self-study process while change was happening all around us. The attached report is based, largely, on our status in the Fall of 2006 when most of our writing was done. Some changes have been added into the body of the report as we made revisions, and others have been included in projections as we continue to develop them. Change is never ending on campus, and a single snapshot that encompasses all we are and do is an impossibility.

Self-study is not new to the College; in fact it is an ongoing process for all the reasons described above. The process of preparing for our re-accreditation visit has been, however, larger in scope and all encompassing. It began in May of 2005 with presentations by administration reviewing the process of re-accreditation and general timelines for our preparation. The College had submitted to NEASC a request to reschedule our Spring 2007 reaccreditation visit because of the substantive change of becoming an independent College, uncoupled from our sister institution in Manchester, within the New Hampshire Community Technical College System. This was granted, and the process picked up again in January of 2006. At that time, a more specific presentation was made at our semester opening All College meeting and volunteers were asked to make their area(s) of interest known. From this feedback, five Standards Teams were formed to work on the eleven CIHE Standards for Accreditation, as well a site visit team, a resource/work room team, and a website coordinator. A Steering Committee was made up of the chairs from each of these teams, a Steering Committee chair, and the Vice President of Academic Affairs. Later, the Academic Affairs secretary was added to assist with minutes.

After attending the NEASC Self-Study workshop later in 2006, and hearing how difficult it was for some campuses to gather a team for completing the Self-Study, we were again reminded of the incredible dedication of our faculty and staff, who stepped up to the plate with no release time or stipends in sight and signed on for this huge undertaking.

In April, 2006 Robert Froh from NEASC came to campus and further detailed the self-study process in an All College meeting. The Steering Committee met shortly afterwards and in May team meetings were kicked off with a breakfast served by administration. Teams were asked to identify information they would need to get a running start in August and bring that information back to the Steering Committee so efforts could continue over the summer. Participants were also each offered a four hour stipend for the summer months to allow additional meetings and follow up.

During the work weeks in August, when faculty had returned and classes had not yet begun, the self-study process began in earnest. Dedicated times were established for teams to meet and a schedule for Steering Committee meetings was developed. Throughout the fall semester, teams met and feedback, questions, and drafts were brought to the Steering Committee. Ninety percent

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 offered to students, faculty, staff, advisory board members, the Board of Trustees, and other interested parties in an effort to gain as much feedback as possible before completing the final report. Contact was also made with CIHE on several occasions for further input. At this time, the College hosted a celebration for all those who participated in the writing of the Self-Study report.

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 4-7th, 2007 New Hampshire Community Technical College-Stratham/Portsmouth will have the opportunity to share all of this hard work with the NEASC visiting team. We are well aware of our challenges and have looked at these honestly and highlighted them in our Self-Study report. During the visit, we hope to also highlight our fabulous students, who often do not follow traditional educational paths, but are reaching their high academic goals nonetheless, our excellent programs, and our creative and committed faculty and staff, who work continually for the good of the College, the community, and the students.

STEERING COMMITTEE

Chair

Sharon Cronin, Coordinator of Disability Services 775-2376 scronin@ccsnh.edu

Vice Chair

Diane Chin, Vice President of Academic Affairs 775-2366 dchin@ccsnh.edu

Site Visit Coordinators

Rebecca Clerkin, Director, LRC 775-2214 rclerkin@ccsnh.edu

Maggie Duffy-Durkin, Associate Director, TRiO 775-2319 mduffydurkin@ccsnh.edu

Work Room Coordinator

Anita French, Program Coordinator, ECE 775-2322 afrench@ccsnh.edu

Web Site Coordinators

Meg Prescott, Program Coordinator, CT 559-1585 mprescott@ccsnh.edu

Standard One and Two

Hui-Ling Chen, Institutional Researcher Available by pre-arranged appointment*

Standard Three

John Burt, Department Chair, Business Studies 775-2380 jburt@ccsnh.edu

Standard Four

Charlotte Buffington, Associate VPAA 775-2369 cbuffington@ccsnh.edu

Standard Five

John Burt, Department Chair, Business Studies 775-2380 jburt@ccsnh.edu

Standard Six

Sarah Bedingfield, Director, CAPS 775-2374 sbedingfield@ccsnh.edu

Standard Seven and Eight

Jeanne Furfari, Faculty, Business Studies 775-2324 jfurfari@ccsnh.edu

Standard Nine

Hui-Ling Chen, Institutional Researcher Available by pre-arranged appointment*

Standard Ten

Sarah Bedingfield, Director, CAPS 775-2374 sbedingfield@ccsnh.edu

Standard Eleven

Jeanne Furfari, Faculty, Business Studies 775-2324 jfurfari@ccsnh.edu

Secretarial Support

Elise McKay, Academic Affairs Secretary 775-2362 emckay@ccsnh.edu

* Hui-Ling Chen resigned from the college September 2007; however, she has agreed to set time aside from her new position to meet with the visiting team if needed.

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 Burtt, 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, Social Sciences, Education, Criminal Justice

Team Three (Standard Four)

Charlotte Buffington, Associate Vice President, Academic Affairs, **Team Chair**
Leslie Barber, Department Chair, Biological Sciences
Derek Bonpietro, Faculty, Automotive Technology
Sandra Carlson, Department Chair, Allied Health
Diane Chin, Vice President of Academic Affairs
Edward Salesky, Faculty, Mathematics and Physics
Lin Tamulonis, Director of Workforce Development
Rick Walters, Department Chair, English and Humanities, American Studies

Team Four (Standards Six, Ten)

Sarah Bedingfield, Director, Center for Academic Planning and Support, **Team Chair**
Helen Burke, Faculty, Nursing
Carol Despres, Coordinator of Developmental Services/Director of Project Success
Maggie Duffy-Durkin, Associate Director of TRiO
Robert King, Department Chair, Automotive Technology
Margaret MacGregor, Program Coordinator, Veterinary Technology
Carrie Marchand, Faculty, Nursing
Laurilee Shennett, Coordinator of Admissions

Team Five (Standards Seven, Eight, Eleven)

Jeanne Furfari, Faculty, Business Studies, **Team Chair**
Rebecca Clerkin, Director, Learning Resource Center
Lisa Hsieh, Faculty, Nursing
Dulcinea Kaufman, Faculty, Nursing
Lisa McCurley, Department Chair, Nursing
Lois Senecal, Faculty, Veterinary Technology
Barry Spracklin, Faculty, Biological Sciences

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

OVERVIEW

The last time that NEASC visited NHCTC-Stratham/Portsmouth in 2002, it had successfully merged with its sister campus in Manchester. At that time, the concerns focused on establishing the processes whereby institutions, which had been separate and independent for all of their history, could find common ground to establish a single mission that equally reflected the strengths of each college. But just five short years later, this course has been reversed. Stratham and Manchester, along with four other merged campuses, have been reborn as seven separate colleges, which now comprise the New Hampshire Community Technical College System.

Clearly, in this era of accountability, long-range planning, and technological sophistication, there was no magic wand of separation which could easily untangle the multilevel connections between Stratham and Manchester. In a sense, Stratham's very success in merging with Manchester ironically contributed to the complexity of the uncoupling. For several years, key areas such as planning, financial reporting, curriculum development, and resource allocation had been constructed from the point of view of a single institution located on two major campuses. Therefore, the recent separation of Stratham and Manchester has had an impact on virtually every aspect of institutional life.

Effective on September 3, 2005, Stratham returned to its status as an independent campus of the New Hampshire Community Technical College System. However, it took a year to establish independent data bases and federal identification numbers. The uncoupling process was undertaken to enable campuses to focus on the needs of their immediate service areas; improve impact on local communities; and increase effectiveness in planning, management, and resource development. Central to this process have been comprehensive strategy development and process analysis so that Stratham can emerge as a significant force in the educational and community life of the Seacoast area. To that end, the College filed a Substantive Change Document in 2005, which outlined the steps that the College would take in the transitional period between its separation from Manchester and the NEASC accreditation site visit.

Compounding the complexity of the transition has been the turn-over of personnel in key senior executive positions. At a time when the very nature of the College was changing, there was an abrupt departure of the most recently appointed President. In a rapid response approach, the dedicated senior managers, in collaboration with faculty and staff, were able to establish priorities to ensure that the teaching and learning process would not be interrupted.

In addition to leadership uncertainties, the main facility in Stratham is scheduled to shut down with a wholesale relocation of the institution to its satellite campus in Portsmouth by 2009. Although plans have been established, timetables determined, and tasks assigned, this relocation is a multitiered project requiring the synchronicity of many elements to fall in place at the right time. In terms of logistics, the campus relocation requires dramatic rehabilitation and remodeling of an existing building and entails sophisticated transference of equipment, programs, and people – all the while maintaining classes and services to students. Furthermore, the relocation process includes the sale of the Stratham facility to pay, in part, for the new

campus. The Board of Trustees has appointed William Bartlett, Jr. as Interim President to provide transitional leadership and, in particular, to move the relocation process forward.

But the College is not merely marking time waiting for the stars to align properly. In 2007, a presidential search was launched with a search committee composed of the two members of the Board of Trustees, two Advisory Board members, two faculty, one professional staff, two community members, and one student. The committee identified a set of qualities and characteristics that will provide the vision and leadership for the College to succeed in the twenty-first century. In the meantime, the current academic leadership, faculty, and staff have relied on fundamental strengths that have characterized the College. A sensitive administration has established clear priorities, and a resilient faculty and staff have ensured that students remain the primary focus.

For many institutions, a similar coalescence of circumstances might have been much like a perfect storm. However, the College has in many ways become stronger and more tenacious. Long used to doing more with less, the College has successfully uncoupled from Manchester, has reaffirmed its commitment to students and community partners, and has established the framework for growth and development as the new Portsmouth location takes shape over the next few years.

This Self-Study, then, finds the College in a uniquely challenging position as it looks to chart a new future, in a new location, under the guidance of a new leader. Yet this is also an opportunity to establish a stronger, more unified, campus environment, using the combined experience of the faculty and staff, which constitutes an extraordinary resource and repository of talent, ability, and creativity.

The Self-Study has been an important part of a journey, enabling the institution to step back from day-to-day operations in order to reflect on and assess its effectiveness. In its experience as a comprehensive community college, NHCTC-Stratham/Portsmouth has certainly found itself on the “road less traveled.” Remarkably, as Robert Frost, one of New Hampshire’s most celebrated figures observed, “and that has made all the difference.”

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, education affiliates, and the community.

The College’s Mission, as accepted by the NHCTC System Board of Trustees, reflects the fundamental purposes of a community college and defines its distinctive niche within the educational landscape in New Hampshire. Allied with the NHCTC-System’s mission, the College emphasizes a breadth of educational programs and services directly responsive to the needs of students and describes services to and partnerships with the community:

Mission

The New Hampshire Community Technical College at Stratham is a comprehensive postsecondary institution offering quality technical, academic, and professional education in support of workforce development and life-long learning. Our educational programs and opportunities are affordable, accessible, and responsive to the diverse needs of an ever-changing community.

The Mission Statement is located prominently in key College publications, including the Catalogue, Student Handbook, and Strategic Plan; and is also placed appropriately on the College’s website. The Mission Statement is central to three of the most critical activities in which the College is engaged: strategic planning, Program Review, and curriculum development. A primary example of the intention to keep the mission vital is the curriculum review process. The process is thorough and requires the completion of a proposal form, which asks the question, “How does this change fit with the College’s mission?” By including this question and scrutinizing the replies, the College systematically reinforces the importance of the Mission Statement.

The College has established a process of Program Review whereby each academic program is thoroughly examined every five years. This process assesses program effectiveness, program currency, student centeredness, and related statistical information. The purpose of the review as stated in the Program Review Guidelines is “...to measure our effectiveness and documentation of success in providing students with an academic experience that is consistent with the mission of the College...” The centrality of the mission is thereby reinforced program-by-program as a result of this process.

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-wide forum in Spring 2006 to review the mission. The entire faculty and staff were invited to participate in that meeting led by the President. The currency of the mission was discussed in small groups who reported back their thoughts and conclusions to the entire assembly. Feedback was then discussed at a President’s Cabinet meeting. A consensus was reached that the mission captured the important values of the College for the duration of the existing Strategic Plan. At the writing of this document, the College is involved in crafting a new mission statement that reflects its values as an independent College and will be the foundation for the new Strategic Plan.

APPRAISAL

As part of the self-study, a survey was distributed to gather feedback about the utility of the Mission Statement for departmental planning and other activities, including the consolidation on the Portsmouth site. The results indicate that the Mission Statement is perceived as a guide for gauging institutional effectiveness. The following quote from a department chair captures the importance of the mission to the College.

“I always have the Mission Statement in mind as the purpose for every decision I make . . . basically, how am I meeting the needs of the students and the community.”

The College has now begun an inclusive process of revitalizing the Mission Statement as part of its strategic planning process. An All College meeting and other focus groups were conducted to generate community input. The Mission Statement has and will form the foundation of the Strategic Plan, which in turn drives annual priorities and operational planning. However, budgeting and resource allocations are loosely coupled with the planning process as discussed in Standard Two.

The Program Review process requires that academic program-based mission statements be developed and reviewed for relevancy and alignment with the College Mission Statement. Although some departments currently have departmental missions that emanate from the College Mission, this is not yet consistent and not widely publicized.

PROJECTIONS

“Clearly, the Mission Statement is a living document. As the needs of our students and community evolve, and our ability to meet these needs change, we must assess and revise the Mission Statement to reflect the new realities.”

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.

College-based planning activities enlist the input from faculty and staff, students, college and program-based advisory boards, and area businesses and community partners. These efforts influence current and future student programs and services, academic program design and delivery, physical resources and financial planning, and overall institutional expansion activities including the physical unification of the Stratham campus with the Portsmouth Satellite Site. Since the last accreditation visit, the College has made a substantial commitment to regular and systematic evaluation practices. With attention to the recommendations of the 2002 site visit report, the College has made significant progress toward integrating a comprehensive assessment of student learning, thorough academic program review, and an overall system for measuring the effectiveness of strategic planning activities.

Planning

Beginning in 2002, regional NHCTC-Stratham/Manchester operations were driven by an established and approved five-year Strategic Plan with annual goals and objectives linked to the regional institution's mission and vision with a projected timeline. Upon separation from Manchester, the College's Strategic Plan was additionally aligned with the NHCTC System's strategic goals and objectives for planning and evaluation. (See Vision 2010 Strategic Goals of the NH Community Technical College System.) The strategic goals of NHCTC-Stratham/Portsmouth are streamlined and spotlight ten areas of the institution: ***1) Access and Enrollment Management, 2) Program Development, 3) Student Support Services, 4) Technology, 5) Human Resources, 6) Fiscal and Physical Resources, 7) Outreach and Partnerships, 8) Research and Planning, 9) Service and Citizenship, and 10) Workforce Development.*** These ten strategic goals frame annual measurable objectives articulated at departmental and program levels. These areas contribute to the long-range goals, objectives, and vision of the institution and provide a context for operational planning and prioritizing budget initiatives.

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 Technology, Business, Nursing, Surgical, and Veterinary Technology programs. Program advisory committees are also valuable resources to provide insights from external perspectives. Each academic program establishes its advisory committee with representatives from industry and business. The committees meet regularly to review curriculum and to provide recommendation to the program for future planning and curriculum changes.

The College regularly evaluates teaching and learning. The Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Survey are two primary measures of student learning experiences inside and outside the classroom. The CCSSE is specifically designed for two-year institutions. The results from the survey are useful for diagnosing strengths and weaknesses, benchmarking performance, and monitoring effectiveness. NHCTC-Stratham/Portsmouth participated in the CCSSE process in 2003 and again in 2006. The reports have been disseminated by the CTL staff to a variety of internal audiences, such as Academic Leadership Team, Enrollment Management Committee, and the Center for Academic Planning and Support (CAPS). Individual program and department chairs are encouraged to use survey information as they plan future activities and assess their practice to promote student engagement and student success. In addition, CCSSE results inform the current strategic planning process.

The Student Satisfaction Survey is another useful tool to evaluate institutional effectiveness. The survey has been conducted since 2001 with students whose academic programs participated in the Program Review process. The results from the survey are frequently shared with individual department chairs, Academic Affairs, Student Affairs, and CAPS. The target for individual survey items is set to an average of 3.5 on a 5-point scale. Any item with a score lower than 3.5 is identified as an area for improvement. For instance, in a recent survey, tutoring received a low rating. Subsequently, a student focus group was held by the CTL staff to assess student experience and expectations. The CAPS director and her staff used the findings from the focus group to initiate improvements. As a result, the rating of tutoring services has significantly improved.

In another case, the CTL staff assisted Student Affairs in conducting a Student Satisfaction Survey in Summer 2005. The Student Affairs office used the survey to assess the effectiveness and satisfaction of current student services. The results from this survey were used to improve student services and prioritize the development of new services.

As part of the data warehouse project, a variety of departments within the college helped identify the data that would be most informative in decision-making at all levels. The data will be extracted from BANNER and then populated into the MySQL database and stored on the data warehouse server. Cognos 8 will be used to generate ten reports at predetermined daily intervals. The ten reports focus on recruitment, applications, acceptance, enrollment, placement testing results (two reports: one on actual placement test results in English and mathematics and a second on success in subsequent English and mathematics courses completed), student GPA,

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 a formalized process of weaving the Strategic Plan into departmental goals. Academic Affairs will work with academic programs to develop their strategic plans with annual reporting mechanisms which will be tied to resource allocation. This process has begun and will be completed by all programs by May 2010.
3. The upgrade to Banner Finance will assist in more efficient and effective resource planning and evaluation. The College Business Office anticipates Banner Finance will be fully functioning by July 1, 2007.
4. The Program Review process was modified to eliminate external evaluation of the program by academic peers and industry representatives in the past two years. The outside evaluators brought valuable insights and helpful information to the program during the reviewing process. Therefore, the College is committed to re-adding the component of the external evaluation to Program Review. The Center for Teaching and Learning will identify vehicles for filling this important role in a cost effective manner by Spring 2008 and will include use of these vehicles as part of the next Program Review cycle beginning at that time.
5. Academic Affairs, in conjunction with the President and the Center for Teaching and Learning, will develop a plan for supporting programs through the Program Review process before Title III funds run-out in September 2008.
6. The NHCTC System currently plans to hire personnel to develop and maintain the data warehouse before Title III grants end in 2008. Given this support, NHCTC-Stratham/Portsmouth will develop a comprehensive plan for how best to utilize the information provided. In the interim, the full-time institutional researcher will be responsible for accessing the data warehouse and providing relevant and trustworthy information to support institutional planning efforts and to further enhance the institution's implementation of its mission.

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

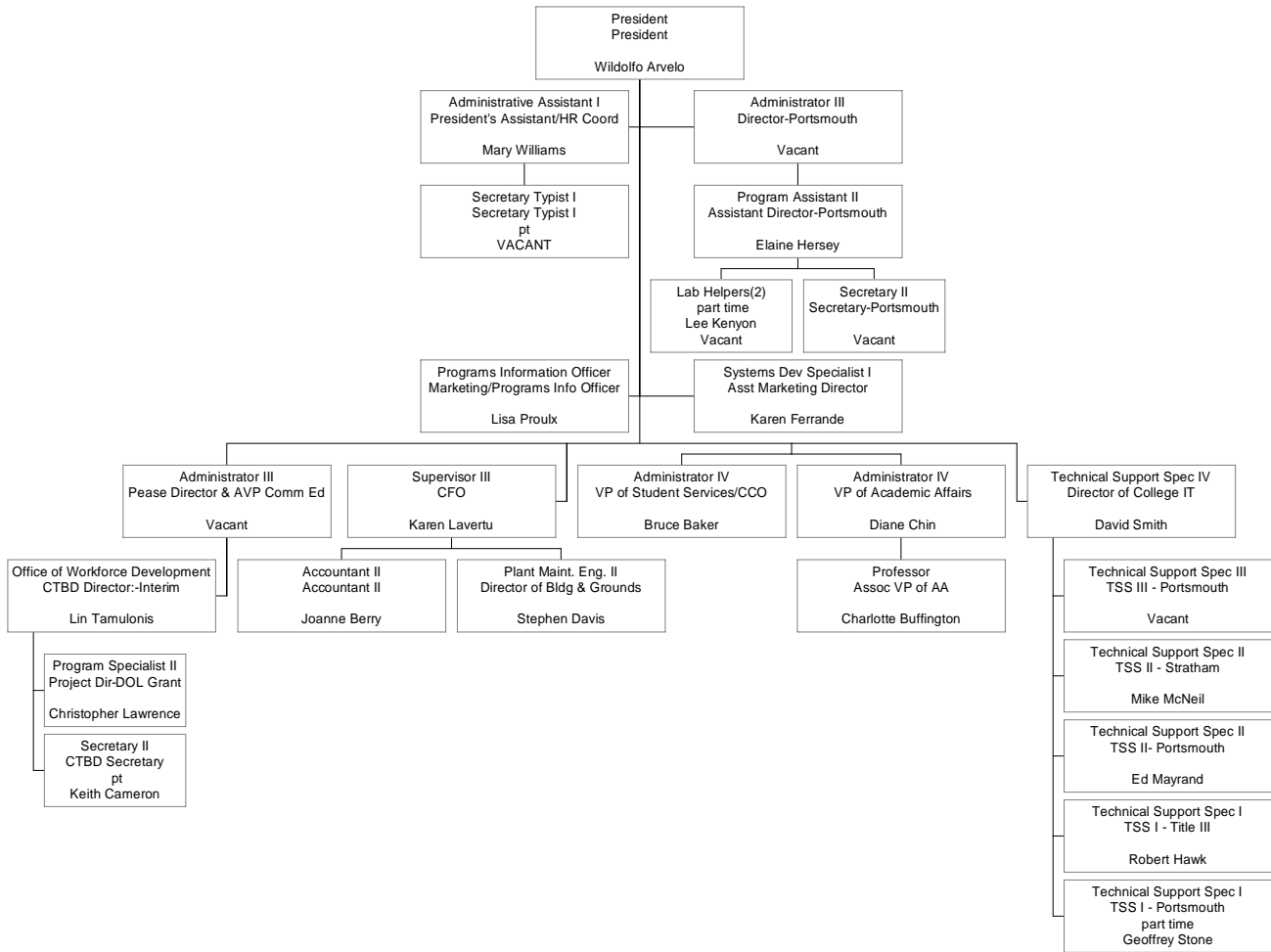
While the College engages in assessment, evaluation, and planning, it has not done so in a coordinated and integrated way. Furthermore, upon the split from Manchester, the College's Strategic Plan (which would have run out in 2007) was redesigned to serve as a transition to the comprehensive strategic 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 program delivery and academic services, and oversees all academic policies and procedures. The academic organization is outlined in Standard 4.

- 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 Running Start. The Information Technology Department provides database management and computer infrastructure for all the colleges within the System. With a system perspective, the Board develops broad strategic planning initiatives. The Dashboard Metrics reporting mechanism, developed by the NHCTC System and Board of Trustees, will be used for

institutional accountability and benchmarking purposes at the seven colleges. The current NHCTC System vision, mission, and strategic goals are available at www.nh.gov/nhctc.

At the local level, the College instituted a regional governance infrastructure in 2001. With the separation from Manchester, the structure was revised in 2005 for Stratham/Portsmouth. This structure was formed to enable members of the College community to communicate and have influence on college policy. It can be found in the Governance Handbook. To quote from the introduction in the *Handbook*, “A governance process protects and enhances academic quality and allows specialized knowledge to advise the college administration.” All faculty, staff and students have the opportunity to participate in college governance.

The committees are as follows:

- *Academic and Student Policy*: conducts research and recommends action to the College Coordinating Council on academic and student policies, procedures, and standards that foster student success and retention.
- *Curriculum*: reviews and makes recommendations on the development, implementation, and evaluation of all curricular activity.
- *Faculty Senate*: formulates and communicates faculty positions on college issues, focusing primarily on teaching and learning.
- *Professional Development*: assesses the need for and makes recommendations regarding professional development programs and activities and reviews professional development requests and approves the fund allocation.
- *Safety and Physical Plant*: recommends policies and procedures related to physical security, emergencies, hazardous materials, and other concerns; identifies need and process for informing the College community of emergency response plan; identifies resources and coordinates additional training and support to College employees.
- *Technology*: assesses the need for new forms of technology for administrative, academic, and student support functions; assists in the development and coordinates the College technology plan; and participates in the assessment, design, and implementation of technology training programs for administration and support staff.
- *College Coordinating Council*: a decision making body that receives policy recommendations from each of the standing governance committees and forwards these final policy recommendations to the President. Membership includes:
 - President or Designee
 - Chief Financial Office
 - VP of Academic Affairs
 - VP of Student and Community Services
 - Director of Workforce Development
 - Academic Leadership Representative
 - Adjunct Faculty Representative
 - Student Senate Representative
 - Support Staff MemberPlus a representative from each governance committee

Participation and membership on governance committees is coordinated through Academic Affairs to ensure broad-based representation from a variety of disciplines and non-instructional

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 participation over the next two years. As part of this process, the College will use CCSSE 2006 results and other mechanisms to identify and address barriers to student membership.
 6. The College Coordinating Council in consultation with academic leaders will develop a consistent process for posting and filling vacancies on governance committees by Spring 2009.
 7. As part of the new Strategic Plan, the College Coordinating Council will spearhead a college-wide assessment of institutional governance with recommendations presented to the College community by December 2010.
 8. Academic Leadership will further clarify the responsibilities and the accountabilities of Department Chairs and Program Coordinators (in compliance with the collective bargaining agreement), resulting in clear selection and evaluation criteria by December 2010.

FOCUS ON INSTITUTIONAL EFFECTIVENESS

The College’s organizational structure generally works well despite a limited number of people to perform all the objectives the College sets for itself, and there are areas of communication that need to be strengthened. The College is successful at having adequate and cross-departmental representation from staff and faculty on each governance committee. A recent strategy to use the CCC as the Strategic Planning Task Force, because its make-up truly represents all college constituencies, may serve as a hinge to more effective strategic planning as well as governance.

Positions are vacant, and, in an effort to maximize the positions that are filled, functions are combined in ways that sometimes compromise each individual’s ability to perform his/her primary responsibilities. Nevertheless, the College has a dedicated faculty and staff who continually evaluate how they could be more effective in their respective areas. The College needs to harness that effort into an organizational structure that unifies the College. The appointment of a permanent President is the first major step in this direction.

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 20th 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
Nursing	Nursing
Information & Biotechnology	Biotechnology, Information Systems Technology, Computer-Aided Drafting
English*/Humanities	Liberal Arts/American Studies
Social Science*	Liberal Arts/Teacher Preparation, Early Childhood Education, Criminal Justice, Certificates: Homeland Security, Special Education, Special Education Birth – Grade 3, Family Child Care
Mathematics & Physics*	
Physical & Biological Sciences*	

***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

Academic Year	Students	Courses	High Schools	% Increase of # Students
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 developed with specific content based outcomes in mind, but also in order to reflect the interdisciplinary view of general education.

Table 4.5 General Education Distribution

Degree	Gen Ed Credits	Credit Distribution
AA	38	6-8 College Composition plus English Elective 9 Humanities/Fine Arts 6-8 Math 8 Lab Science 9 Social Science

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 placement testing in reading, writing, and mathematics to enroll in English and/or mathematics courses. (There are alternative methods to validate readiness including transfer credit and SAT scores.) Individual programs have additional specific admissions requirements and technical standards, which are clearly stated in the Catalogue, online, and on information sheets provided by the Admissions Department. Programs of study are designed to encompass a sequence of concentration requirements progressing from introductory to advanced levels. Course levels and prerequisite requirements, which are overseen by the Academic departments, contribute to the assurance of the progression of learning. Career Program coursework is organized with increasing complexity, beginning with fundamental concepts and moving to applications and theories, so the student is able to integrate knowledge and skills into the workplace successfully. The Liberal Arts transfer program is designed to allow students to select courses based on their individual transfer needs and/or discover an interest or field they might pursue. Degree requirements as well as academic standing criteria are published in the Catalogue as well as available on the College website.

For students considering transfer, policies are clearly articulated in the catalog and online. Students are made aware of individual program articulation agreements by their academic advisor, and the Catalogue lists agreements. The transfer counselor in CAPS maintains a grid of articulation agreements. Some state colleges systematically provide a list of transferable courses and their applicability to degree requirements. For students transferring coursework into the college, there is a residency requirement, wherein at least 25 percent of course program requirements must be taken at NHCTC-Stratham/Portsmouth, and at least half of these must be advanced courses in the student's major.

For students who are underprepared, as indicated by Accuplacer assessment results, the College offers a range of developmental course work in writing, reading, and mathematics. Designed to raise skill levels, these courses do not carry credit towards any programmatic or degree requirements. In addition, all students can receive tutoring and other support services at CAPS. Students also have access to computers with skill-development and course-related applications.

Between both the College's and the System's effort, online supports are growing and evolving to meet the needs of distance learners; they include tutoring, help desk, and other electronic vehicles that give students more timely access to instructors. The Library offers training to programs, classes, and individual students to build information literacy skills. Currently, Title III funds a staff member to provide workshops and individual technology training and support for students. The Academic Affairs office provides technology training as part of adjunct faculty orientation, and the Center for Teaching and Learning, with input from the Professional Development Committee, organizes workshops each semester, which feature best practices, including teaching with technology.

The Portsmouth and Stratham campuses have a few state-of-the-art smart classrooms. These classrooms contain laptop consoles, ceiling projectors, smart boards, and stereo sound system. The Portsmouth classroom has video conferencing and may be used for distance learning. Videoconferencing is also available at Stratham using the President's Conference Room. Some students bring personal laptops to class and can connect to the Internet by wireless or electronic means. For students who do not have computer or Internet access at home, the College provides banks of computers in the Library, CAPS department, Student Senate offices, and computer labs.

A mediated technology initiative has focused on integrating innovative teaching tools such as hand held devices, video streaming, and presentation skills into the classroom. These methodologies streamline information distribution as well as create alternative methods for students to access information. These technologies can be grouped in three broad areas: presentation, web, and multimedia development. Resources for presentation technologies include smart classrooms with a Smart Board or Sympodium, media carts, and mimio (a portable whiteboard presentation tool). Web technology includes developing faculty websites, using Blackboard effectively, and preparing multimedia elements for web presentations. Multimedia development consists of PowerPoint, DVD/CD creation, and video production. A mediated technology specialist is available to assist faculty. Webinars are also used for faculty development on Academic Affairs targeted initiatives and best practice discussions.

All faculty and students have access to Blackboard and the Student Information System as a web interface to the Banner system. Students may receive course information, check grades, communicate with instructors and advisors, check financial aid status, and determine schedules as part of the technology system at NHCTC-Stratham/Portsmouth. Online enrollment will also be an option for students in the future, after assurances can be put into place that advising processes and pre-requisite verification will still be integrated into the registration process. The NHCTC portal provides students and faculty with electronic access to resources and information previously available only in print.

Program Review and Assessment

The College has engaged in comprehensive program review since 2001. In 2004, Title III funds became available to support faculty in program review, at that time emphasis on assessment of student learning outcomes took center stage. Using a five-year time cycle, Program Review focuses on four components: Program Effectiveness, Program Currency, Student Centeredness, and Related Statistical Information. Alumni surveys are often completed as a component of

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, program coordinators, or Academic Affairs. Regardless of delivery format, the approved course content outline must be followed. Course content outlines must be approved by the Curriculum Committee. Courses are reviewed and updated periodically to reflect changes in the field, in transfer requirements, and in industry standards. Substantial changes in a course content outline are reviewed and approved by the department chair, the program Advisory Board, and the Curriculum Committee. Additionally, the Curriculum Committee requires approval of all departments affected by any curricula change.

To reinforce academic integrity, the quality of course delivery is assessed through student evaluations, in-class observation, and the review of syllabi and other classroom materials. The process is identical for all courses regardless of delivery format, with the exception that online courses do not have a classroom observation. Academic Leadership recently instituted a course feedback form for students who withdraw prior to the completion of the course. Academic Leadership also instituted a set of expectations that assure the integrity of the course and its delivery. These expectations help to ensure uniformity of standards, which are reviewed periodically by the Academic Leadership Team. Moreover, nontraditional learning experiences, such as internships, co-ops, clinical and practicum placements, have objectives and student learning outcomes that frame the experiential learning.

Academic standards are also maintained through a uniform policy for the hiring of teaching faculty. Faculty in the liberal arts subject areas must hold a minimum of a master's degree in the appropriate field. Technical faculty must have a minimum of an Associate Degree and possess the specific certifications of the field. The awarding of grades in courses is the responsibility of the instructor. Grading methods and processes are clearly defined in the syllabus, and students are kept abreast of their progress during the semester. Grades reflect the student's ability to meet learning objectives, demonstrate skills, meet attendance requirements, and acquire content. Should a student contest a grade, or the grading process, a multiple-step appeal process, published in the Catalogue and the online Student Handbook, is available.

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 resources, and turnover in Academic Affairs and the CTL, there has been a lack of follow up. The CTL has continued to review and improve the program review process over the last few years. With the separation from Manchester, Stratham needs to more clearly define how the CTL will operate in the Program Review process. Changes in job responsibilities and personnel combined with the fact that some employees are still shared with two colleges confound the problems. Additionally, after Title III ends, the College will need to find creative ways to provide incentives for faculty to continue working on program review and new pedagogy that infuses Service Learning and Mediated Technology into their programs.

The question of sufficient resources to deliver programs continues to be a problem because of inadequate state funding. For example, the Information Systems Technology Program has been experiencing decreasing enrollments, which may be in part because of the failure to invest in new equipment. Updated equipment is definitely a recruitment factor, as well as a job placement factor, in some high technology programs. The uncertainty of resource allocation from year to year impedes the college's ability to develop and sustain cutting-edge technology programs.

Many programs have strong and active advisory boards. These boards meet regularly, providing an external view on programmatic and curriculum matters. Board members are apprised of and approve curriculum changes, and they advise on new program development. The boards also provide feedback on program graduates who are now employed in the industry and many board members provide opportunities for job placement. They are also in a position to donate equipment and materials, and, occasionally, serve as adjunct instructors. Strong examples are

Automotive, Early Childhood Education, Nursing, Surgical Technology, and Veterinary Technology. For instance, in Surgical Technology all clinical-site hospitals and free-standing surgery centers have representation on the program advisory board. This year alone, the program received generous donations of gowns, gloves, surgical supplies, and equipment, including a Zeiss Microsurgical Scope. In the past, corporate donations have included items such as operating room tables and laparoscopic equipment with video monitors. Not all programs have active advisory boards. Department Chairs and Program Coordinators have been charged with assuring that advisory boards are active and meeting annually.

Students in career and technical programs receive occupational-related feedback and support from professors, program advisors, and other students; most of these programs are relatively small, and therefore contact is constant. Liberal Arts students, however, sometimes lack feedback because they meet with advisors less frequently, and may not even have them as instructors. Some students are simply “taking classes” and feel they have no need for a discussion about larger goals, whereas other students intend to transfer and already know what they want to do. In any case, making contact with these students and encouraging them to meet with advisors, regardless of their goals, has become a retention priority.

The Liberal Arts program initiatives on advising and rebuilding an advisory board after separation from Manchester had been delayed because of the elimination of the position of Associate Vice President of Liberal Arts. Because the new Academic Leadership structure, which just went into effect in 2006, gave the 4 discipline chairs joint responsibility for the Liberal Arts Program, designing an effective liberal arts advising system and the reconstruction of an active advisory board are priorities. The oversight of the College Success Seminar course is currently under the supervision of the Director of CAPS, and the College should continue to move a First Year Experience program forward.

CCSSE results from 2006 showed that the College is close to the mean or above on many of the academic program related items and showed improvement in the areas of use of technology and email between faculty and students. Solid scores on Academic Challenge and Student-Faculty Interaction benchmarks were encouraging.

In terms of assessment of student learning, while courses have objectives and standardized course content outlines, not all programs currently have program objectives. These objectives should consistently link to student learning outcomes and Core Attributes on a continuum of course, program, and institutional objectives. While there are several discrete assessments that work well for assessing student learning, the College needs an integrated assessment system that provides documentation of learning outcomes.

Programs are at various stages of the integration and mapping of Core Attributes, as well as linking course objectives to program objectives. An additional critical component of the college’s outcomes assessment process is communicating mission, objectives, and Core Attributes to students. For example, the aforementioned CCSSE survey indicated that students felt that their ability to speak and write clearly had not adequately improved. However, given the high number of students enrolled who already have degrees, and the number of certificate and professional programs that do not require an English course, it may be that students do not

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 President of Academic Affairs, and the faculty distance education consultant. Steps are already in place for conducting and collating more student evaluations from online courses, developing technical standards for instructors, and maintaining consistency in course design.

Another growing area is the Running Start Program. An on-going challenge reported by faculty partners involves the issue of assessment: specifically, the challenge of making sure that high school students participating in a Running Start course are being assessed at college-level standards. Efforts made by the college to insure integrity include: meetings with faculty partners, requiring syllabi prior to the beginning of the course, class observations, including high school partners in department meetings, developing departmental Blackboard/websites for resources, sample papers, and assessment materials, requiring an exchange of graded student work. Another proactive step is that the college Disabilities Coordinator worked with the Running Start Coordinator to write a Disabilities statement especially for Running Start that outlines the differences between high school and college level accommodations. There is also a valid concern about the college's staffing capacity if this program continues to grow at its current rate.

PROJECTION

1. A key priority is continuing the program review process, linking learning outcomes and mapping Core Attributes. Over the next three years, Academic Leadership and the Center for Teaching and Learning will develop an initiative that will improve and sustain the program review process.
2. Program objectives for every associate degree program will be completed by June 2008, regardless of where they are in the program review process. Once that has been completed, a mechanism will be developed by June 2011 which integrates assessment of student learning across their courses, program and institution. This process will provide input for instructional strategies and curriculum change.
3. All program advisory committee minutes will be collected and reviewed by the Vice President of Academic Affairs, and plans will be implemented to assure that all programs

have an advisory board and to strengthen or reactivate any advisory boards that are not currently functioning as a result of the separation from Manchester.

4. Over the next two years, departments and programs will have access to the Data Warehouse to enable more effective planning, management, and evaluation. Working with Institutional Research, chairs will assess factors that contribute to student persistence and success, so that more focused strategies may be put into place for program improvement not only in the year of review.
5. Since the Center for Teaching and Learning is central to the program review process, Executive Leadership, as part of current strategic planning, will clearly define the Center for Teaching and Learning in the organizational chart. Academic Affairs will require that departments complete action plans tied to strategic planning, which will then be reviewed annually.
6. An emphasis in the next few years upon Writing Across the Curriculum and defining and identifying writing expectations for courses will help to further develop language skills in all students. This is in part a response to the most recent CCSSE data and will be implemented by 2009.
7. The online learning task force will report back to Academic Leadership in the Fall 2007 on its findings and make recommendations for next steps toward continuous improvement.
8. Academic Leadership in the next year will evaluate the Running Start Program to determine a sustainable level of participation that is in line with the College's strategic initiatives.
9. To improve retention and persistence, the newly formed Academic Advising Council with cross-representation will continue its focus on an improved advising protocol and targeting "under-advised students."
10. The four department chairs who lead the Liberal Arts program are addressing the challenges of advising in the Liberal Arts program. They are developing a two pronged plan to strengthen connections to their advisees and to document the liberal arts students' goals. They will work to document when and where students who do not complete an associate's degree go from here. More data from the National Student Clearinghouse, which the college is now a part of, and the new tracking of our students going to the University System will also provide us with more information. These plans are targeted to realize full implementation to coincide with the college's consolidation on one campus (@ 2009).
11. CAPS and Academic Leadership will explore implementation of variations of a "First Year Experience" that meet the needs of the diverse student population.
12. The Center for Teaching and Learning will explore strategies to continue the support of faculty to implement new pedagogy. Small grants, release time, more support for faculty from other duties will all be explored. Resources to continue the funding for personnel

supporting Mediated Technology and Service Learning will also need to be budgeted to continue Title III initiatives.

13. Academic Affairs will work in collaboration with the Director for Workforce Development to review and revise the current General Studies Associate of Science program for clarity and articulation purposes.
14. Recognizing that state allocation challenges our ability to keep technological equipment current; a priority in our presidential search has been to identify a candidate with experience in building mutually beneficial relationships with business and industry. With this added expertise, the college will increase the supplemental resources needed.

FOCUS ON INSTITUTIONAL EFFECTIVENESS

Maintaining quality programs and academic integrity are fundamental. Academic Leadership has made expectations for course delivery a priority. The program and curriculum implementation process is comprehensive from needs assessment to linking program/course outcomes to career field and transfer standards. Academic Affairs has identified issues and generated plans to address advising concerns and online course quality.

Central to this effort is ascertaining institutional effectiveness through program review and assessment. To that end, the College has adopted an institutional objective that identifies eight attributes, forming a core of student learning outcomes for every academic program. Programs and courses within programs are at different stages in the process:

- All courses have objectives
- Most courses have Assessment Addenda
- Some programs have objectives
- A few programs have linked course objectives to program objectives
- The College has Core Attributes
- Some programs/disciplines have mapped courses that address Core Attributes
- No courses/programs have linked specific activities/assessments/assignments to Core Attributes

Nevertheless, the framework for comprehensive review, analysis, and assessment is in place. To some extent, the College has been diverted by pressing matters of reorganization, leadership change, and campus relocation. Additionally, the aforementioned framework was integrated initially with regional Title III funding and staffing, which ends as of Fall 2008. In many ways, NHCTC-Stratham/Portsmouth is and will be a “new” college. As these transitions are resolved, the assessment process will become a more holistic and integrated enterprise.

STANDARD FIVE FACULTY

DESCRIPTION

Full-time Faculty

NHCTC-Stratham/Portsmouth has a group of dedicated faculty who place a high value on teaching. They are committed to supporting students in achieving their academic and professional aspirations. Thirty-two full-time faculty are organized into the programs and departments outlined in Standard Four and the organizational chart. Each program/department has a chair and/or coordinator; some program coordinators are adjunct faculty.

Table 5.1 delineates the credentials of the full-time faculty.

Table 5.1 Full-Time Faculty Credentials

Degree	Percent of Full-time Faculty
Doctorate	22%
Master's	63%
Bachelor's	13%
Other	2%

Full-time faculty are hired in accordance with New Hampshire Division of Personnel Administrative Rules. The State has minimum requirements for credentials. Recruitment begins with advertising and state postings. The first round of applications is limited to in-house candidates, with the process being opened to the public if an appropriate candidate is not found during the first round. Candidates who are certified according to the NHCTC System (NHCTCS) standards are then interviewed by a committee composed of faculty and a representative of Academic Affairs. The committee makes a recommendation to the Vice President of Academic Affairs. The name of the chosen candidate is forwarded to the President, who makes the final decision.

The College prohibits discrimination on the basis of race, color, religion, nation of origin, age, sex, disability, veteran status, sexual orientation, or marital status. This practice is guided by Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and NH Law Against Discrimination (RSA 3540-A).

All prospective full-time faculty members have access to a State Collective Bargaining Agreement that covers the elements of employment with the State of New Hampshire, including salary, health benefits, and retirement. The College insures Academic Freedom by following the policy available in the Personnel Section of the Board of Trustees NHCTCS Policy Manual. It is also available in the College's Faculty and Staff Handbook. Explicit academic policies and

procedures related to requirements for promotion are available on the NHCTCS website in the Board of Trustees Policy Manual under Academic Policy section. Further, a Supplemental Job Description, based on the generic description developed by the state Division of Personnel, is provided to each prospective faculty member. Salaries are determined by the Collective Bargaining Agreement, negotiated by the State Employees' Association (SEA). The state has determined a schedule for eight steps within each labor grade: the first five are yearly; steps six and seven are bi-annually; the final step is on a three year timeframe. Cost of living increases can also be awarded by the state legislature for state employees across the board. Job tenure for faculty is the same as for all state employees. After a probationary year, the employee is granted tenure as defined by the New Hampshire Division of Personnel Administrative Rules and the Collective Bargaining Agreement.

Workload for full-time faculty is negotiated between the State and the SEA team. The current agreement provides for a faculty workload of between fifteen and eighteen contact hours per semester, with a yearly total of thirty to thirty-six hours, or overload pay to compensate for extra hours. Department chairs are assigned only ten to twelve hours to compensate for other duties. In addition to these hours, faculty are required to post at least five office hours per week, serve on a college committee, attend department meetings and carry out department assignments, advise students, and attend to other duties as assigned. The administration makes every effort to assure that committee work is distributed equitably. The supplemental job description outlines tasks outside the primary responsibility of faculty. The primary responsibility of faculty, as consistent with the mission of the College, is teaching and student support.

As discussed in Standard Four, Academic Leadership, which includes representation from all department chairs, have established a set of expectations that assure the integrity of all credit courses and their delivery. These expectations are communicated to all faculty. At the same time, the College encourages experimentation with teaching methods and varied modes of delivery. The College emphasizes the community college philosophy in evaluating classroom effectiveness; to that end, faculty employ multiple modes of instruction and assessment to meet the varied learning styles of their students. Faculty use strategies such as case studies, role-playing, trouble-shooting scenarios, projects, presentations, and portfolios. History classes have recently incorporated the creative idea of the "History Museum" in the classroom, a small group activity in which students have historical artifacts or documents and discuss them as they relate to the course material. Title III has been a vital resource in adding mediated technology (including use of Smart Classroom technology, Blackboard supplements to classes, pod casting, and video production) and service learning components to courses. Faculty have embraced these pedagogical strategies significantly. For example, ten faculty are currently teaching sixteen courses that integrate service learning. The College also has Reflective Practice groups that meet monthly in an informal mentoring fashion; participants discuss classroom practice and experience in a supportive, non-threatening environment.

Faculty embed scholarly and professional pursuits into their courses and programs. They encourage students to choose topics for research and other projects that relate to their fields and areas of interest. Some programs, such as Business, Surgical Technology, Nursing, and Biotechnology, incorporate student involvement in professional organizations and conferences. As a result of a successful class service learning project, a student in the Early Childhood

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 Community Technical College System performance appraisal form for faculty. The yearly evaluation includes a classroom visit to monitor the instructor's effectiveness. Additionally, department chairs or program coordinators visit the classes of new faculty members and adjunct faculty members during their first semester. Student evaluations are also integral in the assessment of both adjunct and full-time faculty members. Student evaluations are completed at the end of each semester and address course content and organization as well as faculty performance. They are returned to department chairs/coordinators before being forwarded to faculty for review. Depending on the quality of the evaluation, a meeting with the Department Chair/Coordinator, Associate Vice President of Academic Affairs and the Vice President of Academic Affairs, may occur to discuss corrective action. Academic Leadership has recently instituted an evaluation checklist in an attempt to capture feedback from students who withdraw from courses.

A Faculty and Staff Handbook contains key policy and procedural information. The Handbook is divided into sections, detailing the organization, personnel practices, academic policies and committees, and operational policies and procedures.

Beyond the classroom, faculty are the main conduit of academic advising. All faculty are responsible for advising students. The responsibilities of the advisor include guiding students to register for the classes required by their major, making sure they notify the College of their intent to graduate, advising them when they are having academic problems, discussing employment opportunities and goals, and helping them in the process of transferring to a four-year institute when applicable. Recognizing the centrality of academic advising to student success, the College launched "the year of the advisor" to harness energy around the advising process. Moreover, technology has made advising more effective. Through the Student Information System, advisors can view a student's transcript online. The course requirements for each major are also posted online on the CAPS website. There has been some experimentation with the use of Blackboard for more effective and efficient advising as well.

Part-time Faculty

As is the case in many community colleges, NHCTC-Stratham/Portsmouth employs part-time faculty each semester. Approximately sixty percent of the courses in any given semester are taught by adjuncts. Due to the high number of General Education courses (particularly high demand courses such as College Composition I and Anatomy and Physiology I), and because of the workload parameters of full-time faculty, Liberal Arts is the program with the highest adjunct to full-time ratio. The Academic Leadership of the College believes that integrating adjunct faculty within the departmental structure gives adjuncts a contextual framework and permits professional exchange between full and part-time faculty, as well as helps promote the integrity of course delivery. As with full-time faculty, adjuncts are provided with an orientation and a

Faculty Handbook, containing useful information about processes and procedures. In addition, adjuncts are invited to department meetings to participate in discussions affecting a program or discipline; some departments, in fact, have their own orientations to address individual discipline requirements. Whether full-time or adjunct, all faculty are expected to follow standard course content outlines, identifying course objectives to ensure consistency. Academic Affairs has developed a Blackboard site that houses all academic information: policies, forms, initiatives, calendars, phone numbers etc. All full-time and adjunct faculty are enrolled in the site and made aware of its contents during each orientation session at the start of each semester.

Professional Development

Faculty maintain currency in a number of important ways. In addition to memberships in professional associations, faculty advance their certifications through training, participate in industry externships, and attend seminars and webinars. At the same time, full-time faculty and staff are eligible for staff development as part of the employee's benefit package. The funds are limited and are distributed on a first-come basis, provided the requests fit the guidelines in the Faculty Handbook. Benefits include tuition reimbursement and registration and travel to professional workshops and conferences. The State allocates \$10,500 for tuition reimbursement and for workshop and conference registration fees. If requests are approved by the Professional Development Committee for conferences and workshops, out-of-state travel expenses are also funded. In addition, Carl Perkins Grant funds support technical faculty and student support staff in attending conferences and workshops, which allows us to be fully compliant with specific certification or licensure requirements for faculty in technical programs. State funds have supported seminars on online instruction. Faculty and staff may also attend courses in-house at no cost on a space-available basis. The Library has purchased resources for faculty to use for their professional development. Additionally, a Library brochure has been produced to communicate its faculty development resources and the library services available to all full-time and adjunct faculty.

Additionally, the Center for Teaching and Learning, with input from the Professional Development Committee, presents a number of workshops open to both full-time and adjunct faculty at the beginning of each semester. In many cases, faculty and staff share what they have learned at various workshops or conferences they attended. A few faculty have also benefited from staff development opportunities funded by Title III. For example, faculty have attended the NACADA summer institute and a workshop on rubrics. Annually, a faculty member is recognized for the NISOD Teaching Excellence award and attends the conference, with funding from the President's budget. Other vehicles for recognizing excellence in teaching include the Commissioner Teaching Excellence Award given at Commencement, and the New Hampshire College and University Council's Teacher of the Year Nominee, and the Campus Compact Awards for integrating Service learning into courses. Because of the number of worthy faculty, the selection process is always difficult. The College continually looks for more ways to recognize faculty achievement and dedication.

Finally, the Library has purchased resources for faculty to use for their professional development. A Library brochure has been produced to communicate its faculty development resources and the library services available to all full-time and adjunct faculty.

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 mode of delivery. To reinforce academic honesty, the faculty have endorsed a plagiarism policy, which is reviewed in many classes and signed by all students in College Composition classes. The policy states that plagiarism is a violation punishable by failure in the class. In addition, a letter noting the offense is placed in the student's file.

APPRAISAL

Faculty possess substantial qualifications. Approximately twenty percent of faculty hold doctoral degrees. In technical areas, where an associates' degree and appropriate certifications are required, most faculty hold bachelors' degrees. Additional faculty are pursuing degrees beyond the minimum requirement, including doctorates. Professional development prioritizes funding for faculty in discipline/major-related degree programs to support their professional growth. Most faculty in higher degree programs transfer their knowledge directly from their graduate programs to their classrooms. In addition, many faculty use issues from their classrooms as topics for research in their graduate programs and bring results back to the College.

It is clear that the best student advising has occurred in programs in which there has been consistency in advisors and in which the advisees are regularly students in the advisors' classrooms. These conditions strengthen the connection between the student and the program of study (Teacher Prep, Automotive, Nursing, Surgical Technology, Veterinary Technology). This frequent contact is not the case, however, in two of the largest student populations in the College, Liberal Arts and Business. In an effort to support faculty during high demand periods and summers and to ensure quality advising for all students, a new Advising Registration Center was developed. In the process of designing and implementing the center, a number of additional challenges in program advising were identified: turnover of advisors, advisor assignment methods, equity in number of advisees assigned, access to accurate advisee lists, accountability for advising, advisor availability and visibility, initial connections, and apparent student desire for on-demand advising.

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 separation of the community college system from NH state processes should provide more independence and flexibility in hiring full-time faculty. However, challenges will remain in the continuing need for adjunct, particularly in technical areas.

Academic Affairs has recently reorganized faculty who have degrees in areas that would allow them to be transitioned to another department. This was done to balance the enrollment numbers with full-time faculty and to support advising. For example, the Business Studies department had over a hundred students, but only two full-time faculty. The Information System Technology (IST) department, with only thirty full-time students, had three full-time faculty. One faculty member in IST with an MBA was therefore moved to balance the ratio in Business Studies. Two full-time faculty in lower enrolled technical areas (Biotechnology and Computer Technology) were also shifted to the Liberal Arts area.

Despite that many faculty are doing yeoman’s work, there is also a sense that non-instructional workload is not evenly implemented. The faculty annual evaluation form has a directive on institutional service which should include all areas of the non-instructional workload: office hours, committee work, advising, and participation in departmental/college responsibilities. While many work energetically, others seem not to be pulling their weight. With such a small faculty, this kind of pattern causes disequilibrium and discontent. There needs to be consistency in expectations for fulfilling these responsibilities and subsequent evaluations of faculty in terms of satisfying workload assignments among departments.

The system’s pay scale does not impact the quality of the faculty we are able to attract and academic integrity is not sacrificed; however, the pay does impact commitment to the College in other areas, such as participation in extracurricular activities with students. There are some notable exceptions. One extremely positive area is the establishment of a History Club, which has sponsored a few educational trips that have been transformational for the students participating. It is hoped that the success of these trips is generating enthusiasm for more activities of this sort. Additionally, some faculty serve as advisors to their individual programs’ clubs and/or other student activities. However, faculty are always being asked to do more with less (less time- fewer resources) and there is too much non-instructional work to be spread out among too few people. To achieve equity of non-instructional accountabilities, engagement in student activities is often delegated to a few individuals who elect to use this as fulfillment of their workload requirements.

The promotion process is thorough and objective. The review panel of peers, termed Master Teachers, is an instructive component of the process. The portfolio allows the candidate to

provide a complete picture of his/her qualifications for promotion, as well as an opportunity for the candidate to self-assess his/her own strengths and weaknesses. There is an appeal process if candidates don't achieve promotion. Though thorough and effective, it is an extremely time-consuming process for both the candidates and the Master Teachers. Despite stipends for their efforts as Master Teachers, it is frequently difficult to find faculty who are able to give the time. The process is determined by the system, and, therefore, is not able to be simplified by a single College. Some faculty find it such a barrier that they do not apply.

The College provides professional development to its faculty, but there is no separate funding for staff. Therefore, the limited funding must be dispersed on a first come-first serve basis. Certainly, the amount available is inadequate to support a professional development activity for every person. To supplement, some professional development is funded by grants (Title III and Perkins) and technical areas sometimes offer free training, such as Toyota Training CEUs for automotive faculty, and the NHCTC System sometimes offers workshops and training to all NHCTC personnel. However, funding is not the only barrier to professional development. Because departments are small, there are few back up resources which allow faculty to attend conferences without missing valuable classroom time during the academic year. Timing is even a challenge for the in-house workshops we offer. In addition, some faculty believe the amount of paperwork is a barrier to applying for funds.

There have been issues regarding keeping the Faculty and Staff Handbook updated. Due to staffing, it was Manchester's responsibility to update annually. Since the uncoupling, lack of staff and constant change in both policies and structure were prohibitive of keeping the manual accurate and updated for all faculty and staff. The College is now in the process of making the manual available electronically, which will simplify the ongoing update process and make the manual more accessible.

PROJECTION

1. With the potential to improve the collegiate environment and the working conditions of faculty, enabling legislation has been set in motion whereby the Community Technical College System can become semi-anonymous similar to the State University system. If such a mechanism were approved, the colleges and their faculty would have greater flexibility in managing resources and personnel.
2. As the College completes its move to Portsmouth and embarks on a new Strategic Plan, the College will need to assess the balance between full and part-time faculty. Over the next two years, academic leaders will forge a priority plan for faculty hires, taking into account projected retirements, enrollment targets, and programmatic development and retrenchment.
3. To correct inequities, over the next year, the Academic Leadership Team will address the implementation of non-instructional responsibilities. Since the requirements are clearly defined, the team needs to find a process for faculty to internalize the value of the responsibilities and to find strategies to fulfill them, and finally, to insure that these

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. The College, through the new President and Vice President of Academic Affairs, will bring forward the concerns about the cumbersome nature of promotion and staff development to appropriate system level meetings in an effort to make improvements.

FOCUS ON INSTITUTIONAL EFFECTIVENESS

Within the boundaries of budget and personnel, the College examines closely the talents, abilities, and preparation of faculty to accommodate current realities and forecasted ones. For example, the College has reassigned some full-time faculty, with appropriate credentials, from a shrinking department to a growing one. To maintain institutional effectiveness requires nimbleness and dexterity, particularly in the shifting sands of New Hampshire politics. Faculty believe that their practice is valuable and impacts students in transformative ways, and assessments show that students overwhelmingly agree. In the most recent CCSSE survey of 2006 the benchmark on Academic Challenge was strong (52.9 compared to small colleges 50.4) which suggests students are engaged in challenging mental activities, are working hard to meet

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 faculty above 4.15 (on a 5 point scale) and showed an average 4.61 on the “ instructor is knowledgeable in the subject area” and 4.49 on the item “ the instructor demonstrates respect for students”. The faculty is providing a strong academic experience for students.

STANDARD SIX STUDENTS

DESCRIPTION

The College seeks to provide educational programs and opportunities that are affordable, accessible, and responsive to the diverse needs of its service area communities. The College is open access and does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or marital status. To ensure that students have the “ability to benefit” in college, applicants must furnish proof of a high school diploma, GED, or other evidence of an ability to profit from and succeed in their program of choice.

The students at NHCTC-Stratham/Portsmouth are widely diverse in terms of age, socioeconomic status, sexual orientation, disability, educational background, and academic and career goals. Currently the population includes students from approximately 37 countries. This diversity is representative of the community served by the College. With such a range of students and backgrounds, wide arrays of services are needed to support success.

Student Services at NHCTC-Stratham/Portsmouth is defined as all services provided for students outside the classroom, which are overseen by main divisions of the College: Student Services and Academic Affairs. The areas overseen by the Vice-President for Student and Community Services are as follows:

- Admissions
- Student Life
- Financial Aid
- Cafeteria
- Registrar
- College Book Store

The areas overseen by the Vice President of Academic Affairs that provide support services to students are:

- Center for Academic Planning and Support
- The Learning Resources Center
- TRiO Student Support Services
- Advising and Registration Center (ARC)

Student Services information is found in the Catalogue and website. The Student Handbook can be found online. Student Services staff review departmental goals and objectives, which are consistent with the College Strategic Plan.

Students’ permanent records are confidential and maintained by the Registrar in accordance with FERPA guidelines. College personnel, including the President, Vice President of Student and Community Services, Vice President and Associate Vice President of Academic Affairs, Registrar, counselors, and faculty advisors have access to these records on a “Need to Know”

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 ACCUPLACER testing. Non-matriculated students have the option to waive placement testing. Beginning the summer of 2007, computer skills placement testing will become part of the testing menu for all new matriculated students.

If a student tests into developmental level coursework for math, reading, or English, the student is recommended to take these courses prior to enrolling in college-level classes. Students have

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 50th 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 workshops. The Advising, Mapping, Orientation, Seminar (AMOS), provided by the Center for Academic Planning & Support (CAPS), is the main structure for providing intake advising for all new, matriculated students. Emphasis is placed on empowering students to take personal responsibility and be actively involved in their program planning. In October 2005, AMOS won a Hallmark Award for Excellence in Education at the Fifth Annual Showcase of Best Practices, Innovations and Teaching Excellence for Two-year Degree Granting Institutions.

Matriculated students have an assigned advisor based on their program. New students are informed of their faculty advisors by CAPS and are then introduced to them at “Opening Session”. Nursing students meet their faculty advisors at a special orientation to the Nursing program, and at “Opening Session.” Roles and responsibilities of advisors and advisees are clearly delineated in the Student Handbook. The Advising and Registration Center (ARC) serves as a backup for faculty advisors in all programs. Non-matriculated students have access to this newly formed Advising and Registration Center (ARC) as well. The ARC provides advising for registration, confirming the students’ choices relative to their program and academic goals. The College believes that strong initial advising promotes retention and student success.

Retention and College Success

To promote student success, the College employs several interventions and services. The Title III grant titled Building an Integrated Learning Environment to Ensure Student Success was designed to unify, bolster, and augment enrollment, support services, and curriculum and instruction design, including active learning strategies. Effectiveness measures include improved accessibility of services for students and advisors, increased student persistence and retention, improved student achievement, and excellent student and faculty satisfaction ratings. To accomplish these goals, new staff were hired as discussed in Standard 2 and above, technology

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 resources available at the College.

To promote success in the transition to college, NHCTC-Stratham/Portsmouth offers the College Success Seminar, in a variety of formats. A number of topics are covered in the course such as note-taking, study techniques, and time management, which the student can apply to coursework. Many programs require the College Success course as part of their program of study. Students who place in developmental coursework are strongly recommended to take the course. The College has been innovative in its efforts to respond to varying student populations. Some offerings have included program focused and special interest topics, Learning Communities, a summer transition program for students coming directly from high school, and grant-funded delivery to local Adult Education students.

Through the Program Review process, in order to identify trends, each program reviews enrollment, retention, and graduation numbers for a three year period. The program assesses the information to determine appropriate plans of action. CCSSE and student satisfaction surveys are also used to gather information relevant to student success. Programs with special accreditations

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 cultural experiences in order to provide students with: a voice in determining their future; leadership development; exposure to new experiences; a sense of self; opportunities for recreation; experiences that build a connection to campus and a respect for diversity; an understanding of the importance of civic engagement.” Student Life offers students opportunities to build community outside the classroom. A Campus Activity Board (CAB) sponsors and supports College-wide activities throughout the year that are open to the entire student body. CAB is funded by a percentage of the student comprehensive fee and sponsors such events as “Movie Under the Stars,” “One College One Book,” and “Children’s Christmas party.”

An important part of Student Life, the Student Senate is open to representatives from each degree program. Representatives from the freshman and senior classes are elected each fall and serve out the academic year. At the conclusion of the year, the Executive Board is elected and serves throughout the summer and into the next school year. The Senate oversees the annual class gift as well as funds other student organizations. The Senate President is elected each fall. The Student Senate is funded by a percentage of the student comprehensive fee and receives a commission on sales from the College Book Store. The Senate was formerly advised by the Director of Student Life, and two faculty volunteers. When the Director of Student Life left for another position, the VP of Student and Community Services took on the advisor role, along with the two faculty volunteers. Since that time, a new part-time director has been hired at 20 hours per week for the fall and spring semesters.

There are several opportunities for students to engage in co-curricular life. These opportunities include organizations and clubs such as “Alternative Spring Break,” Phi Theta Kappa (National Honor Society for Two-Year Colleges), and the literary magazine “Vanguard.” In Fall 2006, a new History Club was formed, and members took their first trip to Gettysburg. A second trip was planned to visit Newport in December 2006. In the Spring of 2007, a basketball team was formed. Examples of program clubs/organizations are: the Stratham Student Nursing Association (SSNA), The Veterinary Technology Club (NAVTA), the Surgical Technology Club, and the International Society of Pharmaceutical Engineers (ISPE). NHCTC-Stratham/Portsmouth was the first community technical college chapter of ISPE in the country, and Kappa Beta Delta, the honor society for business majors. Student groups can apply to the Student Senate to establish a new club; funding is allocated twice a year.

Information on organizations is available in the Catalogue and on the website. Specific organizations are highlighted throughout the year with planned events designed to introduce students to the services they provide. These events are posted throughout the College and on the Student Life tab available on the Blackboard portal. All organizations are encouraged to participate in the Student Life-sponsored Student Organization Activity Fair held the first Monday of classes each fall semester. The fair allows organizations to recruit new members and advertise upcoming events.

In addition to campus organizations, community service opportunities are available and are coordinated by Student Life. The College is a member of Campus Compact for New Hampshire (CCNH) and the Director of Student Life acts as the College Community Service Director for Campus Compact. The College applies for Learn and Serve community service positions each year. Learn and Serve is a part-time Americorps program, which allows students to fulfill a twelve-month community service commitment of 300 or 450 hours and be eligible to receive an educational award that may be used to pay a student loan or for future education. The Director of Student Life has managed this program for the past seven years at Stratham. The Community Service program has been managed by a CCNH VISTA for the past three years.

As an active member of the Campus Compact for New Hampshire consortium, several programs at the College have been developed directly as a result of a CCNH grant. In Spring 2005, the Director of CAPS and the (Former) Director of Student Life collaborated on a grant involving two local Adult Education Centers that focused on readiness for college. The project was awarded a second grant in Fall 2006. The College is also in the process of examining the cultural climate of the campuses as part of another grant awarded by CCNH.

Another off-campus opportunity for students is the Alternative Spring Break. During March, students participate in a week-long community service project. The past two years have been sponsored by Habitat for Humanity. ASB students find themselves immersed in the culture of the site, which have included Clarksdale, Mississippi; Warm Springs, Georgia; and Aberdeen, North Carolina. Trips have been led by either the Director of Student Life or the VISTA volunteer who served as the campus Community Service Director. This past spring, the trip to Texas for Habitat for Humanity was organized by student leaders under the guidance of the History Club advisor. This was due to the fact the Student Life Director was not yet hired.

APPRAISAL

The College puts great emphasis on support services for its diverse populations. The CAPS department at Stratham is a welcoming and friendly area, with a visionary approach to services and programming. This nationally award winning center is a strength for the College. Nevertheless, in a climate of growing enrollment and static resources, maintaining a high level of services that support student success continues to be challenging.

An increasing number of students are selecting NHCTC-Stratham/Portsmouth as their college of choice, representing a great deal of effort for recruiters and admissions staff. The growing number of applications and enrollments are evidence of the increasing reputation of the

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.

Concurrently, a system-wide clean-up of all the seven college databases within Banner is underway. The result will be functionality of the Banner system, including more detailed and accurate reporting on recruits, applicants, and students. Additionally, the Degree Audit function of Banner will support advising efforts and students' ability to monitor their own progress. Related to this is the need for ongoing professional development to ensure that staff is adequately trained in Banner and are updated as subsequent versions are released.

Both technology and the separation from Manchester have affected financial aid. The establishment of a new school code came at the same time as the upgrade of the Banner system and the separation of college databases throughout the NHCTC System. While many of the issues have been addressed, the College needs to focus on delivering consistent, informative, timely, and quality financial aid services in order to support student enrollment and retention.

As part of the financial aid improvements, consistent, accurate financial aid information is now disseminated to all current recipients. Print information for the larger community has been recently revised and is available in the student services suite, and is mailed to all prospective students who request Admissions information. However, complete financial aid information on the college website is not conveniently accessible.

All faculty members are not equally knowledgeable about existing scholarship opportunities, and/or they may not communicate specific scholarship information that they do have to the financial aid personnel. Consequently, some students may not be aware of all possible financial aid opportunities available.

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 events is low. Likewise student participation in governance committees is erratic. Despite efforts through Student Satisfaction surveys, it has been difficult to identify what types of activities would best meet the interests and priorities of the college’s commuter population. Additionally, the recent increase in younger student enrollments suggests the need for new and changing activities. As mentioned in Description, two new organizations, the History and Basketball clubs, were initiated this year, one by a student and the other by a new faculty member. Finally, a Wellness Center was developed but has been shelved, as usage did not support continued staffing. Currently, this equipment is idle, stacked in a locked room. While individual interest among faculty and students generate a certain amount of activity and involvement, absent at the College is an overall expectation or understanding that there is added value in outside the classroom activities.

PROJECTION

1. As the College consolidates within the next two years, and new presidential leadership emerges, staffing, job responsibilities, and administrative functions will be reviewed and budget and resource priorities will be established.
2. In preparation for the move to Portsmouth, the College will address how student services will be organized and delivered in the new environment to best serve students.
3. The College will identify strategies to interweave co-curricular involvement in the culture of the campus beginning in Fall 2007. Program variety, motivation for participation, and staffing must be considered in this process.
4. Based on institutional research, system-wide technology solutions, and the completion of the College Data Warehouse, the College expects to collect reliable data on student persistence, retention, and success. Over the next three years, formal reporting structures will be developed that involve Academic Affairs and Student Services. The data will be used for continuous improvement of current programs and services, and consideration of

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 scholarships that may be available to students, and to develop a dissemination plan.
8. As a priority over the next three years, the College will review funding sources for major student services such as tutoring, disability services, Project Success, and TRiO. A plan that ensures continued funding of vital services will be completed as part of the Strategic Planning process.
9. The newly formed Academic Advising Council will establish a mission, objectives, and outcomes for comprehensive advising. Communication of these topics, as well as training around advising outcomes and expectations, as well as developing relationships will begin in Fall 2007. A handbook containing the information advisors need will be developed and disseminated in Fall 2008. A plan for assessing our advising program will be also developed starting Fall 2008.
10. In conjunction with the ongoing review of evaluation results, the Orientation Planning Board will survey students who did not attend Opening Session in 2007 and 2008 to assess reasons for nonattendance. Appropriate changes will be implemented in Fall of 2009 at the newly renovated Portsmouth campus.
11. The existing Online Orientation will be updated, to include existing changes in staffing and programs, as well as those changes that will occur as a result of the move to Portsmouth, by December 2009. A plan for interim changes has been developed and will begin pending budget allocations. An ongoing plan for updating will be devised by Spring 2010.
12. The Carl Perkins grant will fund mentoring opportunities to support freshmen entering three targeted career technical programs, Computer Technologies, Surgical Technology, and Veterinary Technology, beginning in August 2007. Other new initiatives include career transition services for students with disabilities, and nontraditional student recruiting efforts.
13. All staff will be added to the Stratham-Portsmouth Online Community Blackboard site for better and timelier sharing of information, including all information submitted to

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. The “Measuring the Climate of Multicultural Organizational Development” Grant will fund a focus group in Spring 2007 to assess the student perception of diversity on campus. The goals of the focus group are to discover what students define as diversity and their perception of the campus climate. This information will be used to design a survey instrument to help develop activity programming to promote diversity on campus.

FOCUS ON INSTITUTIONAL EFFECTIVENESS

The institution has made student success a priority at every level and across all departments. System and College policies and procedures ensure fair and ethical standards for all students. Based on CCSSE, which is administered every three years, and other yearly data, the College makes correctional adjustments to provide a seamless suite of student services. Examples of implementations put in place to address retention and persistence issues include the development of the Advising Registration Center, the suspension appeal process, revised orientation programming, the Advising Council, the Enrollment Management Taskforce, and the Student Help Desk. Two hallmarks of most of the College new student services initiatives are interdepartmental collaboration and evidenced-based decision-making. One example is the “UNH Connection” Grant, which was designed based on the analysis of transfer data for specific populations. This grant intentionally focuses the services of three different areas (Admissions, CAPS, TRiO) to improve eligibility for transfer and the subsequent success of students who transfer to the University. As part of this data-driven approach, future reports will be created from new and existing tools, such as the Data Warehouse, to better measure institutional effectiveness.

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 do that (or buy that)”, but rather “How can we make that work?” This commitment and enthusiasm has resulted in overcoming obstacles and ensures that students’ needs are addressed.

Physical Description of Library

The NHCTC-Stratham Library, known as the Learning Resources Center, contains seating for 65 users distributed throughout a 5,000 square foot area. There is a spacious lounge for student and faculty use located near the circulation desk. The lounge contains current newspapers, a photocopier, journals, and bulletin boards for display of changing monthly topics. Two computers for quick access to information are located in the Library lounge. One networked printer with an additional eight computers for longer term use are located in the back of the Library. The ten computers all have Internet access. Study carrels are located at the opposite end of the LRC. There are seven tables in the main part of the Library for group study. Shelves with circulating materials and older journals take up the remaining center floor space. Display cases containing atlases are on the perimeter of the LRC.

The Library office houses the computers for the LRC’s Cataloging and Inter-Library Loan services and table space for processing materials. The Library Assistant’s office is in close proximity to the circulation desk. The LRC Director’s office is located toward the back of the Library. Another office is occupied by the Mediated Technology Specialist. The rear of the LRC is devoted to quiet study. Finally, there are several storage areas. One area houses the hub of the College’s networking system, and another is storage space for archival and other LRC materials. The last area is used to store various pieces of multimedia equipment and the satellite downlink equipment.

A student resource center is located at the Portsmouth Campus. It has seven computers for open computer lab use. The Portsmouth campus has access to all of the electronic databases available through the Internet. During the past academic year, there were 8,257 patron visits to the Portsmouth location. Plans had been drawn up to relocate the Library to the Portsmouth campus in the first phase of the College’s move. Those plans have been put on hold due to budget constraints.

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/DVDs, and 121 audio materials. The Stratham LRC houses 84 items in the ECE (Early Childhood Education) Resource Center. These are various items such as puppets, manipulatives, music and movement resources, etc. that are geared toward local day care centers, but are also available for any student to check out. Additionally, this area contains juvenile literature, audiotapes, and videotapes/DVDs.

In addition to books, journals, and Internet access, patrons have use of Microsoft Office (Word, Access and Excel), and access to several online journal databases with full-text articles. The main product for journals is EBSCOHost consisting of thirty-three databases. Additionally, the Library makes available Science Direct College Edition – Health and Life Sciences Collection, CQ Researcher, Gale Opposing Viewpoints, JStor and Market Research.com. These databases give students access to information in a broad range of disciplines. Through the Library, faculty have access to four media carts in Stratham for use in incorporating technology into their courses. There is one media cart available at Portsmouth through the main office.

The LRC has also purchased three different e-book (electronic book) collections: Netlibrary/OCLC, ACLS Humanities e-books, and Springer. This purchase gives patrons access to almost 7,000 titles that can be accessed on campus or remotely from home. These titles augment the Liberal Arts as well as the Computer Technology, Education, Health Services, Behavioral Sciences, and general reference collections.

Alternative resources are in place to augment the collections. These resources encompass electronic tools, document retrieval tools, and consortium agreements with the state university system and local libraries. Additionally, Stratham has recently purchased a new computer, printer/scanner, and Ariel software to be used for electronic inter-library loan of documents and articles.

LRC patrons have access to resources from many other libraries. Borrowing privileges are granted to students at the University of New Hampshire Library as well as the Wiggin Memorial Library in the town of Stratham. Additionally, the LRC has a membership to the Hospital Library Development Services Consortium, and is a member of the Seacoast Library Consortium. The LRC has online search capabilities through NHAIS (New Hampshire Automated Informational System), which provides computer access to statewide library collections, inter-library loan, and electronic databases. Finally, Article Express (a journal service with several hundred journals offered by the state library) is used to augment the journal collection.

Several years ago the NHCTC system purchased Library.Solutions. This is an integrated program for cataloging, circulation, and use of the public access catalog. It allows students to access the Catalog of Holdings over the Internet from their homes and gives them the opportunity to see what items they have checked out, view their due dates, and renew items. They may also reserve items from their home library or any of the other community technical

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. They promote the use of journal indexes, journals, videotapes/DVDs, books, and electronic resources. In addition, faculty make purchasing recommendations, use the reserve service to make materials available to their students, and bring their classes to the LRC for library orientations, bibliographic instruction, and electronic resources training.

Most classes schedule an orientation during the first several weeks of the semester. These orientations are conducted by the Library staff and cover all resources and services available and establish a foundation for students' information literacy skills. Many departments create assignments that require students to progressively use these skills. One such progression occurs between the developmental levels of English classes and College Composition I in the research analysis and source evaluation required. Instructors in 200 level courses expect that students come to their classes prepared to be assessed in research and analysis skills without class instruction. Library handbooks, which explain various policies and give information on services, are available as a resource when students are completing these assignments. Finally, students are encouraged to seek out Library staff for any additional help that may be required.

Faculty are trained on all electronic LRC resources and services by the Library staff during professional development days. Other instructional technology support comes from a Title III grant funded Mediated Technology Specialist. He works part of the week in Stratham/Portsmouth and part of the week in Manchester. He reports to the LRC Director and has significant experience in the field of mediated technology, but he does not perform any library related functions. Since all of the mobile classroom technology that faculty use is housed in the Library, it is convenient to have the Mediated Technology Specialist in close proximity for updates and training.

Library Services/Programming

In addition to the tours, bibliographic instruction, reserve service, electronic resources training, teleconference downlinks, and coordination of media needs, the Stratham LRC offers other services to faculty and students. A new acquisitions area spotlights recent arrivals for convenient checkout. A "Table of Contents Service" is available to faculty. With this service, LRC staff copies and routes the table of contents for journals, identified by the faculty, as soon as they arrive. Faculty may then request up to two articles per title to be copied and sent to them.

Additionally, inter-library loans, online databases, e-books, and teleconferencing support academic research and the intellectual development of the students, faculty, and staff. Reference help is available in person and over the phone at the LRC, and additionally through the LRC's webpage and a special e-mail address.

The One College–One Book (OCOB) program makes up the majority of the LRC's programming. OCOB involves selecting a book that is read by the entire college community. The Campus Activity Board has supported the program by purchasing copies to be distributed to students at no cost. The Academic Affairs department has purchased a limited number to make available to faculty/staff. The selected title is chosen with several criteria in mind; it must work with a range of reading levels, have broad appeal, and have a multicultural aspect to it. Once the book is selected, faculty members in various departments will often incorporate themes from the title into their courses. There are campus-wide activities planned to support the themes. Other programming in the Library tends to be craft related.

Library Staffing

The LRC's staff consists of the LRC Director (MLS) with seventeen years experience, a full-time Library Technician with sixteen years of library experience, and a part-time Library Assistant with seven years library experience. Additionally, in FY06, the LRC employed two work study students, working an average of twelve hours each week.

The Stratham LRC Director maintains membership in the following professional organizations: the American Library Association (ALA), New Hampshire Library Association (NHLA), New England Library Association (NELA) and Association of College and Research Libraries (ACRL).

Library Budget

The LRC Director is responsible for all personnel, operations, and purchasing decisions for the Library. The Library does participate in the College's operational budget planning process. The budget for the past two fiscal years is as follows:

Budget Year	College Budget <small>(Class 20 consumable supplies)</small>	State Budget <small>(Class 97 journals & books)</small>	Total
FY 05/Stratham	\$10,278	\$43,468	\$53,746
FY 06/Stratham	\$10,278	\$42,418	\$52,696

The Director, in accordance with the Library's Materials Selection Policy, makes purchasing decisions. Once the budget is released, all fixed and recurring costs (i.e. library operating system, database and journal renewals, supplies and standing orders) are subtracted. This accounts for roughly 85% - 87% of the budget. The remaining budget goes toward the collection. A few select reference titles are updated annually, books that have been damaged that are critical to the collection are replaced, and titles are purchased for the programs that have program accreditation collection requirements. Funds are also used to purchase titles for new courses or programs. Any remaining funds are spent on titles recommended by faculty members or students, and any titles found to have been lacking in answering the research/reference needs of our students.

Library Marketing/Promotion

The LRC makes every effort to market their services and "products" to both patrons and LRC Staff. A mission statement, as well as goals and objectives, gives the LRC staff a direction. A Library Staff Handbook has been created for staff members, enabling them to review policies and procedures. These efforts ensure that patrons and LRC staff are aware of current resources and events.

Resource sheets have been customized for each area of study. These sheets give the user an overview of what is available in the collection for journals, videos/DVDs, reference materials, circulating materials, and the addresses of websites that are relevant to the subject matter. A PowerPoint presentation has been created to give an overview of the Library's resources and how to do research. This has been uploaded to the Blackboard site for faculty to link to their courses. There is a Library section on the Blackboard portal that gives a link to the PowerPoint as well as to all the electronic resources available to students. Newsletters are generated monthly to inform patrons of events, new policies, new materials, or other newsworthy events pertaining to the LRC. Finally, the Library's display cases are used to celebrate various multicultural themes; for example, in Black History month, bulletin boards spotlight relevant authors in the collection, local events, and provide some historical or current information.

Library Evaluation

The effectiveness of the LRC is determined by the results of periodic surveys given to faculty, staff, and students. Results from the surveys help determine new services, hours of operation and areas of the collection that need strengthening. The staff also uses circulation statistics, and faculty and student feedback to evaluate the adequacy and utilization of library and information resources. Additionally, the quality of the content and fulfillment of academic curricular needs are constantly evaluated in accordance with the Materials Selection Policy.

College-Wide Technology

In addition to the LRC, technology resources are utilized throughout the College. The College has a technology plan, created in 2005 by the Learning Technologies Committee, which includes the Director of IT. The plan was reviewed by non-members of the committee, a cross representation of the stakeholders: faculty senate, administration, staff, and student senate. The College has an excellent, creative IT staff of two full-time technicians at the Stratham campus (one of whom is the Director of IT) and one full-time and one part-time IT staff on the Portsmouth campus. The IT department oversees and maintains all instructional and administrative IT operations at the College, in conjunction with NHCTC- System personnel. They work with College administration to recommend and implement improvements. Standard 8 specifically delineates College and NHCTC-System responsibility.

The college uses Banner as its administrative backbone. The tool allows administration to plan for delivery of programs and services. Banner provides reports that can be used for planning space and resource needs, course scheduling, and targeted communications. Blackboard, the online course delivery platform, is automated by Banner. In addition to online courses,

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.

The college faculty has access to media carts which hold projection hardware. Also available to faculty are hardware based MIMIO devices. There are SMART rooms available for classes. Distance classes are taught through the use of Blackboard. Professional development seminars are offered every semester for faculty to grow in their knowledge of Blackboard; seminars are offered for the use of mediated technology in the classroom; and training in the use of Smart Rooms/Boards is offered as needed.

The Center for Academic Planning and Support (CAPS) provides significant technological resources to students. CAPS hosts the computer support for students, which is available by phone, e-mail or in person. Assistive technology, such as speech recognition software, reading and writing assistance software, and tools for students with visual impairments are available in CAPS as well. The Title III grant supports a Teaching Assistant, who trains students in the use of technology that will support their ability to access information resources, complete their course assignments, and benefit them in attaining goals. CAPS also has a technology workshop series, available to both students and faculty that runs throughout each semester. Support for Blackboard is available to students through CAPS, and faculty through the Distance Learning Coordinator at the College.

Academic Leadership, in conjunction with CAPS, has recently established required computer literacy placement testing for new students. Students may be allowed to take a higher level course in fulfillment of some programs' requirements. Students who do not demonstrate a level of computer literacy that would support their success in coursework are recommended to take the Introduction to Computers course. This course provides instruction in software and database applications as well as the following requisite skills: using the Internet for research, working with on-line learning tools, and evaluating electronic information. For students who need a more basic introduction to computers, there is a developmental computer literacy course.

There is a Computer Use Policy published in the Catalogue and Student Handbook, which is developed and reviewed by the IT Department. The Center for Academic Planning and Support (CAPS) and the LRC have computer lab policies, in addition to the college usage policy. These are available on all CAPS and LRC computers respectively and on their websites. The LRC's policies are also available in its Student Library Handbook. Violations should be reported to the

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 Library in planning the Phase One move, that space will be reduced. Phase Two of the move was to have included a build-out on the second floor and would have had classroom space. There is no longer funding for the build-out, and the classrooms will be integrated into the area reserved for the Library. As of this writing, it is unclear what square footage the LRC will end up with. Several actions are happening simultaneously; the College is beginning the new strategic planning process, the LRC will be undergoing a program review, and the College is back to square one with mapping out floor plans for the Portsmouth location due to the funding constraints. As planning and program review proceed, findings will be used to ensure that the College maximizes the services of the Library within the space available. This is especially important because although use of electronic resources is increasing and one might expect that attendance in the brick and mortar library would be down, this is not the case. Attendance at the Library has increased 2.9% from the 2002-2003 academic year to the 2006-2007 academic year.

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 Technology plan developed by the Learning Technology Committee was approved, but was never integrated into strategic planning. Requests for technology purchases (through the Operational Budgeting Process) are funneled through the Director of IT, who reviews them in the context of comprehensive college need. College resources are frequently insufficient to keep pace with the technological needs of some programs. Software upgrades frequently require upgrading hardware. There have been instances in which older versions of the software for courses in CAD and CIS had to suffice until sufficient funds were made available to purchase the hardware required to run the most current software. Fortunately, the College is blessed with an exceptional IT staff, who are dedicated to finding innovative solutions to the College's technology deficiencies.

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 the institution to regularly and systematically evaluate the adequacy and utilization of the Library's resources. As part of this initiative, a Library Advisory Board will be established to help update the LRC's mission statement and strategic plan. Results from this process will be used to make improvements in services and provide input for resource allocation. Additionally, decisions regarding the Portsmouth LRC floor plan and layout of functions will be driven by the findings. This activity will continue through the planning process.
2. Electronic resources, document retrieval tools, and consortium agreements are imperative to enhance the limited print collections housed at the Stratham LRC and to offer basic services to remote users. Therefore, the LRC staff will monitor current usage and investigate new products. Furthermore, resources supports for new programs need to be factored into the Library budget on an ongoing basis. Recommendations will be made to the President's Cabinet or designated budgetary decision-makers by Spring 2008. In addition, expansion of LRC services will be examined relative to a proposed increase in staff as part of the institution's strategic planning effort.
3. The LRC faces a critical shortage of funds necessary to bring the LRC collections up to minimum acceptable NEASC standards. The following activities will be pursued to mitigate these circumstances:
 - The LRC Director, in concert with senior managers, will develop a three-year action plan for an aggressive campaign to locate new sources of funding to enhance the collections.
 - Additionally, by Spring 2008 the Vice President of Academic Affairs will explore formalizing the pre-approval process for new programs to address Library resources at the inception of the program.
 - The new strategic planning process will include consultation with the LRC Director for input on annual objectives, including staffing and budget.
4. To alleviate space shortages the LRC Director will work with senior managers in planning for the College's move to the Portsmouth campus. As in the past two space plans, room will be allocated for more individual (quiet) and group study as well as appropriate computer work stations for student use.

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 technological needs and 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.
9. In-house professional development workshops on technology will continue to be prioritized. To support faculty participation, the Mediated Technology Specialist will record the workshops and upload them to the Faculty/Staff Blackboard site beginning Fall 2007.
10. The IT Director and staff will review and revise the Computer Use Policy as appropriate and develop an active desktop link on each College computer by May 2008.
11. The IT Director will, in working with NHCTC-System personnel, attempt to convey College scheduling needs to avoid untimely maintenance interruptions.

FOCUS ON INSTITUTIONAL EFFECTIVENESS

Feedback from students and faculty on Library services through CCSSE and other internal college surveys is very positive. To further analyze effectiveness, the LRC will participate in the College’s program review. The LRC is the first student service department to voluntarily engage in program review, as a pilot to examine the effectiveness of the program review process for non-academic programs and services. The issues related to building a new Library on what will be the consolidated Portsmouth campus has kept many Library initiatives on hold because of uncertainty of plans for the move. In the interim, the Director has targeted online access and

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 instructional technology is becoming more integrated in courses. Surveys and feedback sheets are used to identify needs and evaluate offerings, and training and workshop programming is responsive to that information. Because of the College's programs and expertise of staff, we have the capability to offer excellent in-house trainings and support. The College has not, however, systematically tracked specific data such as the depth and range of technology usage and subsequent implementation of training. While it uses information technology widely to assist with planning, administering, and communicating programs and services, the College has not fully utilized these resources for evaluation purposes. The Strategic Planning Team is working to coordinate accountability and assessment initiatives college-wide.

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 landscaped. There are two softball fields, one baseball field, one soccer field, and an outside basketball court. These fields are maintained by the town of Stratham and are used by the Stratham Recreation Department.

Routine maintenance of the alarm systems, elevator, and fire extinguishers on both campuses is performed by contract at scheduled intervals. Capital Alarm monitors alarms. College personnel perform routine maintenance on the septic, water, plumbing, electrical, HVAC, and furnace controls. There are five full-time and one part-time maintenance positions with the head of maintenance and maintenance mechanic also responsible for the Portsmouth site. The Maintenance Department is located on the first floor.

NHCTC-Stratham has made several significant improvements over the past five years. The roofing system has been replaced, the electrical system has been upgraded, and two state-of-the-art fume hoods have been installed in the chemistry laboratory. Air conditioning has been installed in many areas of the first, second, and third floors. Repairs have been made to existing air conditioning and heating systems. At this time, there are thirty-six central air conditioning units and eleven window units. Only four lecture classrooms still lack air conditioning. A window replacement project was completed in the fall of 1999, and a second window replacement project was planned, but never funded. The Bookstore was moved to the area next to Veterinary Technology and now has a large storage room with an outside door for deliveries. The additional space creates a more professional image and enables staff to serve more students. The former bookstore was converted into a conference/classroom for eighteen to twenty people. During January 2002, the Stratham Library received new paint, ceiling tiles, reupholstering of stools, and refinishing of chair-style tables.

All rooms on the campus have recently had fiber-optic wiring installed for Internet access. These ports allow for data, video, and telephone access. Two computer laboratories located in Room 326 and 327 were moved to Portsmouth, and the rooms have been converted to a large classroom and an art room for drawing classes. Presently there is Internet wireless capability on portions of each floor.

There are two computer lab classrooms, one is outfitted with a ceiling mounted projector and interactive SmartBoard, as well as projected DVD and VCR, and document camera. This lab consists of seventeen computers (including the instructor computer), all of which are state of the art (less than two years old) 2.8GHZ Pentium 4 Dell GX270's. The other computer classroom is

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 companies, thus extending the College’s range to an even wider area.

The Safety and Physical Plant Committee is part of the governance structure and meets as needed, usually monthly, to establish guidelines and to address safety-related problems. Both system and local safety policies and procedures are published in the Faculty/Staff and Student Handbooks. The Campus Public Safety emergency flip chart (a quick guide to safety procedures) is on the wall next to the exit of each classroom and also posted in offices, common areas, and administrative areas. Faculty and staff who work in areas containing hazardous materials are and trained in emergency and disposal procedures. Maintenance and stockroom staff have yearly scheduled training in Concord. The System Office books the training, notifies the College when training is being offered, and keeps proof of attendance.

Network infrastructure equipment is provided by the NHCTC System to assure proper connectivity to State systems (e.g. Banner). The local IT staff works closely with the System, serves as the conduit for providing System IT services, and plays an instrumental role in implementing any of the System-provided resources (See Table 8.1).

Table 8.1 System and Local IT Services

System IT	<ul style="list-style-type: none"> ● Network infrastructure backbone ● Email systems ● Banner database systems ● Financial database system ● Web services ● Internet access ● Blackboard ● MCSA licensing (paid for by each college) ● Occasional Banner access replacement PCs
Local IT	<ul style="list-style-type: none"> ● Local OS and Office application support ● File sharing servers ● Antivirus services

	<ul style="list-style-type: none"> • 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 be devoted to re-imaging the system. It also helps with troubleshooting when IT is not available because rebooting a system will usually fix most problems. The open lab computers in Stratham use Accutrack, a program that can be configured to track by user and application. This helps with reporting proper computer usage statistics. IT manages institutional computer antivirus needs from centralized server locations. Symantec products are licensed by the System to reduce cost. These steps work towards maintaining System up-time and security of technical resources.

Microsoft products and applications are used for academic and administrative computer needs. The operating systems and office application suites are licensed through a Microsoft Campus Software Agreement (MSCA), which offers a price reduction for educational institutions. This license allows IT staff to install the latest version of Microsoft Office and the most current versions of Windows, as long as a version of Windows was purchased with the PC, on all academic and administrative computers. Faculty and staff are able to use the software at home, as long as it is within the renewal period. Using the MCSA has saved the College money while

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 maintenance will have to be carefully prioritized in terms of safety and health issues, scope, and cost.

The Plant Engineer position and Building/Grounds Maintenance position have recently been filled, improving the staffing level in Maintenance. The current staffing level at Portsmouth is inadequate for the 70,000 square feet of space. Maintenance staffing in Portsmouth will be rectified by the move of the entire staff to Portsmouth in 2009.

The challenges of renovation, redesign and financing, along with the logistics of the move, are considerable. The three floors at Portsmouth have been unoccupied for years and will require major renovation to convert a hospital configuration into a school. Part of the redesign will involve allocation of space. The Stratham building totals 97,000 square feet. Most of the first floor (70,000 square feet) at Portsmouth is already occupied, and the upper floors only total approximately 42,000 square feet. Some of the space occupied at Stratham will not be needed at Portsmouth. The Automotive Program (10,000 square feet) will be transferred to Manchester. The Maintenance Department (2000 square feet) will move into the heating building adjacent to the main Portsmouth building. The former welding laboratory (3900 square feet) has been used as storage space. Though utilization studies have been completed by the Vice President of Student and Community Services showing that space is currently not being used to full capacity, there is a negative difference of approximately 40,000 square feet.

In addition, there are structural concerns as well. Portsmouth has had continuous HVAC and roofing problems. The HVAC system is inadequate and is unable to provide reasonable and consistent temperatures through the winter and summer months. Although a temporary ducting system was constructed above ground to provide heat during the winter months, it does not cool the building during the summer. Many of the rooms are without windows or other forms of ventilation. The roof requires a total replacement.

The Portsmouth handicapped accessibility is at the front entrance. The walkway to it requires patching to smooth the ramp entrance. The parking spaces are limited to two areas directly in front of the entrance. Handicapped parking areas have never been permanently designated. The 350 parking spaces at Portsmouth are spread among five small areas forcing students to hunt for a vacant space. More parking will be needed at Portsmouth to accommodate the move from Stratham. There needs to be a stable assignment of adequate handicapped parking areas.

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-Portsmouth will be the only campus among them to have a full-service Library and student support center (CAPS). The potential for sharing these resources in exchange for space and security services exists. Also it will be more feasible for all the colleges to procure resources and services that none have, such as mental health and counseling personnel, shuttle services, fitness center, etc. Such collaboration will be very beneficial to the students of all the colleges involved.

Safety policies are in need of revision since the inception of the Campus Public Safety flipcharts. The charts are difficult to read, both in terms of placement and amount of material to be read during an emergency. Fortunately, both campuses have excellent safety records.

PROJECTION

1. Phase One of the construction in Portsmouth is underway with a completion targeted before the fall 2007 semester begins. Every effort to minimize classroom disruption and to provide a comfortable physical environment for classes will be taken:
 - Summer 2007 semester's General Education classes typically scheduled in Portsmouth will be scheduled in Stratham.
 - While the Computer Technologies, Information Systems Technologies, Biotechnology, and Anatomy and Physiology Labs, and therefore, classes, cannot be moved, those classrooms are away from the construction and may be separated from the work areas to cut down on any disruption.
 - Temporary air conditioning units will be installed in Portsmouth in the above lab areas during the summer semester.
 - Arrangements are being made with Southern New Hampshire University, which has a campus located nearby, to temporarily house the daytime classes if necessary.
2. The process for Phase Two cannot begin before July 1, 2007 when the Capital Budget is approved. The construction includes the Library, offices and classrooms, and the remaining mechanicals. Although originally planned, the current Capital Budget allows for no build out

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 of the entire process, from prebid meetings through finalized construction. NHCTC oversight will consist of the Commissioner, the Board of Trustees, the President of the College and an NHCTC-System engineer from the department of Capital Planning. Government oversight will consist of the Department of Public Works, the Portsmouth Development Authority, and the town of Portsmouth.

3. Tentative plans for the first floor of Portsmouth include a new library of approximately 10,000 square feet on the first floor. Part of that project involves additional windows to replace the small number of narrow ones already there. The plans accommodate several areas of the College that have specialized requirements. For example, the Veterinary Technology area will have direct access to the outside to accommodate animal entry. A second anatomy & physiology lab, a larger biology lab, and a chemistry lab are also in the design. The proposed third floor plan includes Nursing offices and lab, a Surgical Technology laboratory/operating room area with a computer/lecture room shared with Nursing. There have been discussions and meetings about the best use of space for various services and offices, such as Student Services, Academic Affairs, CAPS, and three iterations of the possible floor plans have been developed. These plans will be further developed with the input of a newly hired President and a request for proposal for design by architectural firms, during the summer of 2007.
4. The solution to parking at Portsmouth will require additional planning. The previous architect believes there is currently room for about 100 additional spaces, which will be inadequate for the college projected growth. The new president will examine construction options and other solutions to increase parking capacity.
5. To support the campus move, the Safety Committee will work with the New Hampshire Department of Safety for the revision of safety policies and procedures. The Campus Public Safety procedures will be updated, made more concise, and replaced by September 2009. They will also be posted electronically for additional access
6. Key personnel at the college (Library Director, CAPS Director, Disabilities Coordinator, Vice President of Student and Community Services) will initiate the exploration of sharing the availability and costs of mutually beneficial services and resources with the satellite campuses at the Portsmouth location, beginning no later than Fall 2008.
7. To ensure adequate technology resources, the IT Director, in conjunction with the Learning Technology Governance Committee, will update the current technology plan as part of the logistical framework of the College's consolidation at Portsmouth. The plan, which will include hardware and software needs, installation and replacement schedules, and personnel, will be presented to the College's Senior Management and the College Coordinating Council, as appropriate, in order for them to establish timeframes, budget, and other implementation objectives in the College's Strategic Plan.

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.

STANDARD NINE FINANCIAL RESOURCES

DESCRIPTION

NHCTC-Stratham/Portsmouth is one of seven colleges established by RSA 118F. The presidents of the seven colleges report to the Commissioner and the Board of Trustees. The NHCTC System office provides coordinated services including internal auditing, payables, and grants supervision. Because the NHCTC System is a stage agency, it is governed by New Hampshire Administrative Rules, New Hampshire Plant and Property Purchasing Rules, Board of Trustees Rules, and the SEA contract initiative. However, the colleges have been granted some exceptions. For example, the colleges can make purchases for under \$500 using a campus issued Filed Purchase Order and can move funds among different budget lines without going to the New Hampshire State Fiscal Committee. The colleges are also exempt from hiring and equipment purchase freezes according to RSA 118F:13A. Prior to the passage of this RSA, the College was forced to abide by freezes that the governor placed on all State agencies. This recent RSA has now given the College protection from these freezes, allowing the College flexibility to hire key personnel and to buy necessary equipment.

In case of unexpected financial emergencies, the CFO with direction from the President can transfer money into different budget lines. This allows the College to make necessary purchases to accommodate shifting needs occurring after the budget was initially built. The amount and explanations of these transfers are reported by October 31 each fiscal year to the New Hampshire Joint Fiscal Committee for review. Board of Trustee policy also allows for financial back up to each college; in the event of unanticipated emergencies, the Commissioner may transfer funds from one college to another. Finally, RSA 188 F: 14-c allows colleges to tap into a lapsed fund, if needed. Unexpended balances of the operational budget lapse at fiscal year end. Capital budget funds lapse two years from the appropriated date, unless given an extension or already designated as nonlapsing by State law.

Table 9.1 Budget Allocations

	General Funds	College Funds	Total
FY06	\$2,704,050	\$4,345,229	\$7,049,279
FY07	\$2,829,013	\$5,070,987	\$7,900,000 (projection)

The College is primarily tuition-driven, receiving a State appropriation that is currently 42.7% for day and Pease revenue sources and 8.5% for DCE and CTBD revenue sources (See Table 9.1). Most of the increased appropriation from the State of New Hampshire General Fund covers fixed expenses such as wages, benefits and utilities. Program support and development, buildings and grounds and equipment are supported primarily by tuition. The College has increased enrollment revenue by 3 percent each year since FY05. Before that time enrollment was flat; however, the Board of Trustees increased tuition by 10 percent from \$148 to \$164 per credit. In FY06 an initiative for tuition stabilization was passed. In this bill, the Board of

Trustees promised not to raise tuition in FY07 if additional appropriation was allocated to help deal with increased employee costs.

All State agencies have two budgets that are created: Capital and Operational. The Capital Budget covers major construction, critical maintenance, and renovations costing over \$50,000 and equipment costing over \$25,000. The President's Cabinet meets to discuss long-term needs. The President and CFO make the final recommendations and bring these forward to the Board of Trustees. The Board of Trustees reviews the requests for all seven colleges, and each president makes revisions as necessary. A final System-wide request is brought to the Governor. NHCTC-Stratham/Portsmouth currently has \$2.8 million in the Capital Budget for Phase One of the Portsmouth campus renovation and is requesting \$8 million for Phase Two.

The second budget, the Operational Budget, begins at the department chair level. Department chairs/coordinators submit their anticipated needs by July 1, 2006 for the FY09 operational budget. The New Hampshire Department of Administrative Services passes guidelines to the System based on the Governor's budget criteria. The CFO and President then begin to finalize the budget based on estimated increases in revenue; projected changes in wages, benefits, and other costs; and the anticipated General Fund appropriation. These are sent to the Board of Trustees for review and revisions are made. A System-wide operational budget is then submitted to the Executive Branch, House Finance Committee, Senate Finance Committee, and the Legislature. Adjustments are made at each level based on the requests of other agencies and the state of the State. A final appropriated budget is given to each college. This is used along with college revenue to control the daily operations. Currently 73 percent of operational costs are associated with salary and benefits; 16 percent are for consumable supplies, equipment, staff development, library supplies, and memberships; 11 percent are for utilities, rents, maintenance, consultants, and advertising.

NHCTC-Stratham/Portsmouth does not rely only on state funding for monies. The College currently has 13 grants totaling \$7.4 million. The Carl Perkins grant is earmarked for technical and career program support. TRiO funds support interventions for first-generation college students, single parents, and other disadvantaged students. CSEMS grant assists student enrollment in technological fields of study. A HUD grant has supported the construction of three new labs at Portsmouth. A Title III grant, shared with Manchester, focuses on student success strategies and improved program review and analysis. The College is currently using various biotechnology grants to increase industry involvement and student enrollment by supporting scholarships for displaced workers. Grant money helps the College buy equipment and also assists students who may not otherwise be able to attend college.

The College has a system in place to accept donations from area businesses. According to RSA 118F 4a-IIIa, once the College is aware of a possible donation, the department chair examines the equipment's condition and functionality. If the equipment is found acceptable, the Board of Trustees formally accepts the donation on behalf of the College. Subsequently, the equipment is tagged as property of the State of New Hampshire. Although the system can be cumbersome, it does move quickly if all steps are followed.

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. Concurrent with the audit was the departure of both the Director and Assistant Director of Financial Aid. These two issues together complicated financial matters for students who experienced delays in financial aid disbursements. To remediate the situation, the Higher Education Assistance Group (HEAG) brought assistance on several levels: (1) they addressed the persisting issues that were identified in the audits; (2) they helped Stratham – Manchester to prepare for the federal audit; and (3) they addressed day-to-day operational issues until a new Director and Assistant Director could be hired. Bringing in HEAG promoted a financial “clean-up” and as a result, the audit was improved from previous audits. Outcomes of the process still persist today: on-going compliance meetings, Financial Aid counseling for students, and revised/strengthened policies and procedures relative to student attendance.

APPRAISAL

The recent separation from NHCTC-Manchester has left NHCTC-Stratham/Portsmouth with some financial difficulties. NHCTC-Stratham/Portsmouth has run with a deficit budget for several years and this was offset by a NHCTC-Manchester surplus. Now the College can no longer rely on that surplus. Contributing to this is the maintenance of two locations: Stratham is a 97,000 square foot building, and Portsmouth is a 107,000 square foot building. The cost to run these two buildings has placed a large strain on resources. Anticipating a final move to one location, the Board of Trustees approved a \$268,000 deficit for FY06. Enrollment and revenue increases have mitigated the financial picture, and the College is now anticipating a \$100,000 surplus. In particular, the Office of Workforce Development has increased their revenue from \$328, 000 in FY04 to projected revenue of \$615,000 for FY07. Simultaneously, the College leadership has defined strategic use of limited funding.

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.nh.gov/treasury/Divisions/DM/Information%20Statement%20Supplement%200-%20May,%202006%20\(pdf\).PDF](http://www.nh.gov/treasury/Divisions/DM/Information%20Statement%20Supplement%200-%20May,%202006%20(pdf).PDF)

* 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, accreditation statement, and an academic calendar. Catalogue information is presented in a logical way, taking students from admissions to financial aid to tuition rates and payment options. Next are academic policies, support services, student life, transfer and articulation agreements, and finally, programs of study. Course descriptions, along with faculty and staff information, are contained at the end, as well as a comprehensive index for accessing specific information quickly. Only courses that are currently offered are listed, and only current faculty

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) 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 students to current events. An additional helpful website is the NHCTC System website (www.nhctc.edu). This site contains information about the Running Start Program, System Board of Trustees policies, Board Meeting agendas and minutes, System Strategic Plan, System Foundation information, and a comprehensive section for online learners. Users can link to individual colleges throughout the system and see what programs they offer. Among the Catalogue, the College website and the System website, students and potential students have detailed information to make informed decisions about attending NHCTC-Stratham/Portsmouth; of primary importance is the application process, tuition and fees, transfer of credit, financial aid, payment options and refund policy, program information, course schedules, support services, and co-curricular opportunities. At any time, students and potential students may call or email the College to request more information. The website contains a "request" form that is monitored by an Admissions staff member. Community members interested in the Comprehensive Annual Financial Report (CAFR) may find this information on the New Hampshire Government website. The latest audited financial statement for the College is available by contacting the College's Chief Financial Officer.

Other avenues for informing the public are job fairs and high school college days. During these events, NHCTC Admissions staff go out into the schools and community, disseminating a variety of recruiting materials. In addition to the Catalogue, Admissions personnel take program sheets, department brochures, financial aid brochures, applications, information request cards, and view books. The view book is a two-page flyer that contains information readily available in the Catalogue or on the website, but is easy to mail out and gives a quick snapshot of the institution. There is also a tear-out return card (postage paid) that can be returned for follow-up by Admissions. The view book was constructed in response to the previous NEASC accreditation recommendation. The College regularly schedules Open House events to provide an opportunity for the public to visit the College and learn about its programs and services.

The Student Handbook, formerly a joint publication of Manchester and Stratham, resides solely on the website and is updated to reflect changes in Stratham/Portsmouth policies and procedures. While the Handbook repeats much of the information contained in the Catalogue, one of its main functions is to outline student rights and responsibilities. Rules and regulations for student conduct are listed as well as appeal procedures for College imposed sanctions. College definitions, financial resources, health policies, emergency procedures, parking and security, and crime reports are also included along with student rights, FERPA guidelines, and attendance policy.

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 once it is available.

A major concern with the Catalogue is the timeliness with which it is produced and ready to use. This is true for the course schedule as well. In years past, these important pieces came out well

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 separation of the catalogue in the uncoupling of the College from Manchester. However, the website has recently been updated to reflect the College's individual programs, services, policies, and personnel. In time, the College will develop its unique identity complete with logo and identifying colors and design features. Absent from the website is a comprehensive design of information that includes College demographics, retention rates, graduate information, Strategic Plan, faculty/staff achievements, licensure passing rates, program review results, and institutional research. While the webmaster has made outstanding progress in getting content online, she is dependent upon the guidance of faculty and staff to provide information that is necessary, accurate, and complete. This leads to the need for an organizational structure or system for producing and monitoring all college publications. Currently the Catalogue, website, course schedule, internal publications and handbook are being organized and updated by different people or groups within the College. The risk of inconsistency and inaccuracy exists.

Although a great deal of information is available on the College, system, Board of Trustees, and state web sites, not all of the sites can be navigated with equal ease. For example, the Comprehensive Annual Financial Report of the NHCTC System is difficult to identify and locate on the NH Government Website, as evidenced by its URL address. The College website could provide direct links to this type of documentation required for complete public disclosure.

Some departments have developed their own websites such as Library, CAPS, TRiO, Workforce Development, Biotechnology, and Title III. 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. CAPS also provides a web version of its brochure, which lists all of its services for students and contact information. CAPS and other departments with websites have been fortunate enough to have staff with expertise in website development. The reality is that the College webmaster, who also is the marketing assistant, does not have enough time to create individual department or faculty websites.

Because of limited resources for publications, programs and departments have created their own products for distribution internally and externally. These publications include brochures, program packets, program sheets, and other assorted materials. The lack of coordination out of a single office puts the College at risk for inconsistent information. Clearly, publications need to be streamlined and produced with a consistent look and layout to portray a professional image to

the public. All of this points to a need for comprehensive editorial policies and procedures to guarantee the integrity of College publications.

Information such as graduation placement results, program review summaries, license passing rates, anticipated student debt, and recent audit statement needs to be published in a variety of formats for the public. An added benefit is the information will also be readily available to faculty and staff, thus providing relevant information to improve institutional effectiveness.

The future is bright, however, with the onset of three important events. The first is the hiring of a new highly qualified part-time marketing/promotion staff member in this position. This person has made considerable progress around marketing strategies and promotion of college events, achievements, and successes. Second, a marketing task force was formed by the interim president to unify marketing and promotion efforts, establish a singular graphic identity, and insure all publications are consistent with that identity. The third event, in response to a previous NEASC recommendation, is the formation of an Enrollment Management Team. This team, formed in the spring of 2006, examines and refines various systems that impact enrollments. Among these are publications, publication deadlines, promotional events, and marketing strategies. A calendar has been drafted that outlines publication deadlines, college events, and peak times for promotion.

While this is movement in the right direction, some weaknesses still exist: (1) there is no comprehensive mechanism for ensuring that information is kept up-to-date; (2) there is no process for streamlining publications to reduce chances for error; (3) there is no system in place to review information funneled to the webmaster for consistency, accuracy, and currency.

PROJECTION

1. A Marketing Committee has been formed and will complete the following tasks:
 - Determine what information needs to be added to major print publications and the College website.
 - Develop a system for review of publications for consistency and accuracy.
 - Create a College logo and color scheme.
 - Create a consistent layout and design for College publications, a “brand”.
 - Develop a process by which all publications are updated annually.
 - Create an editorial policy for all publications, both print and web.
 - Develop a strategy for reducing the proliferation and redundancy of information by various programs and departments.

Resolution on all items will be completed by July 2009, with the opening of the new Portsmouth campus.

2. Senior Management in conjunction with the Marketing Director will develop a plan for addressing and implementing a number of Website modifications:

- 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.

STANDARD ELEVEN INTEGRITY

DESCRIPTION

NHCTC-Stratham/Portsmouth adheres to the “NEA Code of Ethics of the Education Profession.” The basic premise of this code is that “the educator recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles.” This also includes the protection of the freedom to learn and teach. The College is guided by a clearly stated and widely understood Mission Statement. The College’s mission is publicized in the Catalogue, College website (www.stratham.nhctc.edu), Faculty and Staff Handbook and public relations materials as appropriate (e.g. department pamphlets, faculty/staff business cards).

The College has been granted legal authority by the New Hampshire State Legislature RSA 188-F 2A and the Post-Secondary Education Commission of New Hampshire to grant and confer the Associate of Arts, Associate of Science, the Associate of Applied Science, and the Associate of Engineering Technologies [although not currently a program on this campus] degrees as well as diplomas, certificates, literary titles, honors, and distinctions.

NHCTC-Stratham/Portsmouth is accredited by the New England Association of Schools and Colleges, Commission on Institutions of Higher Education (CIHE). In addition to College accreditation, individual programs also maintain necessary approval and/or accreditation, as appropriate, from external constituencies as follows:

Nursing:	Approved by the NH Board of Nursing Accredited by the National League for Nursing Accrediting Commission, Inc (NLNAC)
Veterinary Technology:	Committee on Veterinary Technology Education and Activities (CVTEA)
Surgical Technology:	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Business Studies:	Association of Collegiate Business Schools and Programs (ACBSP)
Automotive Technology	National Automotive Technicians Education Foundation, Inc. (NATEF)

As a public institution of higher education, NHCTC-Stratham/Portsmouth is accountable to the New Hampshire Community Technical College System in Concord, New Hampshire (NHCTC Statute RSA-188-F). The commissioner of the NHCTC System is appointed by the Governor of New Hampshire and is the Chief Executive Officer. The NHCTC System is accountable to the Board of Trustees (BOT), which consists of 17 gubernatorial appointees from business, industry, education, and the student body, as well as the seven college presidents and the Commissioner of the System. Board members and structure, mission and vision statements, operations, duties, as well as policies and procedures and committee minutes are posted and accessible to all members of the College and external community in the BOT section of the System website

<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 meets nine times annually.

As mandated in the Board of Trustees Policies/Procedure Manual, an advisory committee is established at each campus within the Community College System. At Stratham, this committee, which is comprised of 11 individuals representing various service areas within the community, advises the President on the operation and development of the institution, provides communication between the College and the community, assists in continuous review of academic programs, and supports appropriate state and national legislation. The President appoints the members of the College Advisory Board. The College Advisory Board meets at least four times annually.

For the purpose of in-depth advisement, individual Program Advisory Boards [some older documents list these as Craft Committees] are formed. The purpose of the specialized Program Advisory Committees is to improve/maintain the quality of community college education to meet the needs of the community. These committee members keep educators informed of changes in the labor market, participate in assessing the employment picture, and recommend educational changes. Members may assist in securing outside revenue sources for program support and equipment purchases, may provide in-service activities to update the technical skills of educators, and assist in the placement and follow-up evaluation of the program students and graduates. The functions and activities of the Program Advisory Boards enhance community relations, resources, recruitment, student organization initiatives, job placement, legislative activities, and Program Review. Although frequency of meetings is not prescribed, most Program Advisory Boards meet at least two times annually.

Program Review also occurs at the College. This review ensures the associate degree, professional certificate, and certificate programs offered are financially viable and meet a market need for New Hampshire citizens. Program Review includes outcomes assessment, the currency of curriculum and faculty, market need, program enrollment and retention, and number of graduates. Developed and coordinated by the Center for Teaching and Learning, specific processes are in place to systematically review programs and, at a minimum, utilize standards established by the Commission of Higher Education and standards prescribed by individual program accrediting bodies. Program Review is discussed further in Standard Four.

Governance is clearly delineated within the College as well as within individual programs of study. Faculty, staff, and students have the opportunity to engage in the governance through committee membership and departmental meetings. Faculty and staff are also expected to attend and participate in a monthly All College meeting with the President. Faculty Senate and Student Senate provide further opportunity for faculty and students to openly and actively discuss issues and concerns directly related to the integrity of the institution and to bring recommendations to the College administration via the College Coordinating Council (CCC).

The CCC is a decision-making body that receives policy recommendations from each of the standing governance committees and makes final recommendations to the President. Governance

committees and the CCC have a broad-based membership and include faculty, staff, administrators, and students. Through this representation, the governance structure gives voice to the College community regarding the ongoing operations and the planning for the future. (See Standard Three.)

Informational resources regarding the College and individual programs of study are accessible to the general public, prospective and current students, employers as well as other interested parties. These informational resources are reviewed in an effort to ensure that the content is current, accurate, clear, and consistent. The College Course Catalogue and the Student Handbook are revised annually and are available to the student via the College website. The Catalogue is also available in print. The names of individual program approvals or accrediting bodies are published and accessible in the College Course Catalogue/Website.

College policies, as stated in the Catalogue and Student Handbook, are in line with those determined by the BOT and are consistently applied to all students with regard to the following: tuition and fees, student evaluation and grading, grade appeal policy/grievance procedures, admission, academic degree requirements, academic policies, student activities, maintenance of student records, immunizations, student hazing, withdrawal, financial aid, recruitment, sexual assault/harassment, tuition refund, and the use of alcohol/drugs/narcotics, firearms/dangerous weapons, fireworks and gambling on campus, and non-discrimination. Additional policies that may be specific to a particular program of study, such as transfer credit towards associate degree, are clearly articulated in writing and accessible in course syllabi, Admission Department's Information Packets, the College Course Catalogue and/or the Student Handbook.

The College has an established Equity Committee for Equal Access, which regularly reviews policies with administration and faculty and provides training for faculty and staff. This Equity Committee has eight members with representation from CAPS (Disability Coordinator), Student Life, and academic departments. The Equity Committee is responsible for maintaining a campus environment that is free from discrimination on the basis of race, color, gender, marital status, veteran status, national origin, age, sexual orientation, disability or class bias. The "Notice of Non-Discrimination", which includes contact information for complaints, is published in the Catalogue, Student Handbook, Faculty and Staff Handbook, and on the College website as well as posted throughout the College. The processes for discrimination (affirmative action) and sexual harassment grievances, which are overseen by the Equity Committee, are clearly outlined in the Student Handbook and the Faculty and Staff Handbook. Policies and practices for recruitment and admission of students and the hiring, evaluation, and promotion of faculty and staff are all non-discriminatory in accordance with, but not exclusive to, Title VI and VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972, the ADA Act of 1990, and Section 504 of the Rehabilitation Act of 1973. The Notice of Non-Discrimination is aligned with the NHCTCS "Department of Community Technical Colleges Affirmative Action Plan." and includes a list of procedures designed to ensure adherence to affirmative action principles. (<http://www.nh.gov/nhctc/documents/PERSONNEL9-7-06.pdf>)

The Student Code of Conduct is published in the Student Handbook. The Judicial Committee's goals, mission, policies and procedures for students who violate the Student Code of Conduct are in place and aligned with those prescribed by the BOT. The Student Grievance Procedure exists

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 and handled accordingly.

Policies and procedures regarding the avoidance of conflict of interest, privacy rights, academic honesty, and fairness in dealing with students, faculty, and staff are clearly stated in: Faculty and Staff Handbook, Student Handbook, Catalogue, State Employee Association (SEA) Agreement, and/or appropriate academic program handbooks (e.g., Nursing). These policies and procedures are accessible to the general public, prospective students, current students, employees as well as other interested parties. To support adherence to copyright law and respect for intellectual property rights, detailed information is posted on Blackboard for all faculty/staff reference purposes. In addition to the College's statement on Academic Honesty, all College Composition I students are required to sign a contract regarding plagiarism.

Providing corporate and community education and training is one of the College's goals. This initiative develops, coordinates, and implements the College's non-credit personal enrichment and professional development programs, customized training, and non-credit online learning opportunities in response to community needs. In addition, operations of off-site locations are coordinated through this division. Within this initiative, the Office of Workforce Development is responsible for creating strategic partnerships with business, industry, healthcare, government, education, and community service agencies to deliver customized education and training

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

Ethnicity	State of NH*	Rockingham County*	Strafford County*	Stratham/Portsmouth Faculty/Staff^
White	96.2%	95.3%	94.9%	94.8%
Hispanic	2.1	1.6	1.3	0
Black	0.9	0.7	0.7	1.3
Asian	1.7	1.4	1.7	2.6
Pacific Islander	0	0.1	0.1	1.3

*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 Seminar, Disability Support Services, TRiO/SSS, Project Success, English Speakers of Other

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 help address problems in the community. Classroom knowledge and skills interact with the community project and are integrated for the student through structured reflection and analysis.

Students are also involved in many community service projects both on campus and in the local community. Community service is a requirement for student groups to receive funding from Student Senate. Recent projects have included: Hunger and Homelessness Awareness Week, Fall Clothing Drive, Holiday Toy Drive, and Food Drive. In addition, there are Alternative Spring Break service trips for students to participate in through Habitat for Humanity or other service organizations.

The New Hampshire Running Start Program is another unique higher education initiative for high school students, enabling them to enroll in selected college courses offered by the College at a cost of \$100 per course. By offering courses in the high schools, this program allows the College to provide access to a student population which mirrors the diverse communities it serves.

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 during the 2008-2009 academic year.
3. By 2008, Admissions and the Disability Coordinator will develop informational material and protocols to better serve students with disabilities.
4. A standing Student Code of Conduct Judicial Committee will be formed to insure the consistency and integrity of the student appeal process. This committee will be established and trained as the newly revised Student Judicial System is being implemented.

FOCUS ON INSTITUTIONAL EFFECTIVENESS

The College complies with the NEASC Commission's Standards, policies, and requests and adheres to all requirements related to institutional integrity within all of the eleven Standards for Accreditation as well as all federal, state, and individual academic program accrediting bodies. The College clearly outlines and follows its policies to ensure institutional integrity and follows a policy of non-discrimination for all students and prospective students. Given the demographics of New Hampshire, the College is successful at attracting students of diverse ages, backgrounds, economic situations, cultures and nationalities. In addition, all academic programs are non-gender based and non-traditional students are greatly supported and encouraged.

CONCLUSION

The self-study was written during the 2006-2007 academic year. At that time, the College was experiencing significant transitions in leadership and ongoing modifications to the facilities plan, construction phases, and financing of the move to the Portsmouth Campus. As of August 2007, significant progress has taken place. As of July 2007, the Self-governance legislation was passed, and the NHCTC system has officially become the Community College System of New Hampshire (CCSNH). The College has selected a new president whose vision and expertise will guide its direction.

The CCSNH has hired a new Director of Capital Planning and Development, who will be responsible for coordinating new construction, renovation, and major maintenance work for the colleges within the System. With the arrival of President Wildolfo Arvelo in July 2007 and this new system director in September, plans for the consolidation and subsequent transition from Stratham to Portsmouth are becoming more formalized.

Unifying the College on one campus will present several challenges; primary among them is minimizing the disruption of programs and services to students. However, careful planning of course scheduling in conjunction with the timelines for construction has already begun. President Arvelo is in the process of holding internal meetings to determine final space allocation for the building and transition strategies, as well as allay concerns that individuals or groups within the community may have. His future agenda is to dialogue with the college's partners on the Portsmouth Tradeport and the CCSNH to project for continued enrollment and program growth. Additionally, the recent hiring of the College's Marketing/Public Relations Officer will support vital communication with the external community regarding the consolidation. The College has notified the CIHE of this move and will be filing a Substantive Change Document to demonstrate its ongoing commitment to quality improvement in the reconstructed location and throughout the transition.

The Self Study process has been an invaluable and enlightening opportunity for the college. As the college reviews what it has learned from this process, themes emerge. The most prevalent of which are Integration and Communication. Many achievements, though existing in individual silos, provide the necessary scaffolding to support the organizational stability and student-centered experiences established in the projections of this document. Though the College has been diverted by pressing matters of reorganization, leadership change, and campus relocation, these represent a juncture to the bright future ahead.