White
Mountains
Community College

NEASC
Self-Study Report

**Submitted to the New England Association
of Schools and Colleges, Inc. (NEASC),
Commission on Institutions of Higher Education**

Fall 2018

http://www.wmcc.edu/

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White Mountains Community College

Self-Study in preparation for NEASC/CIHE Comprehensive Accreditation Site Visit 2018

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<u>**Institutional Characteristics Form**</u> Revised September 2009

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

Date: 8/17/2018

1. Corporate name of institution: White Mountains Community College

2. Date institution was chartered or authorized: 1966

3. Date institution enrolled first students in degree programs: 1966

4. Date institution awarded first degrees: 1968

5. Type of control:

<u>Public</u>	<u>Private</u>
X State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ 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 of Arts, Associate of Science, and Associate of Applied Science

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

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

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

X	Occupational training at the crafts/clerical level (certificate or diploma)	X	Liberal arts and general
X	Occupational training at the technical or semi-professional level (degree)	X	Teacher preparatory
X	Two-year programs designed for full transfer to a baccalaureate degree	☐	Professional
		☐	Other: Non-credit training

9. The calendar system at the institution is:

X Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

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

a)   Undergraduate   15   credit hours

b)   Graduate   N/A   credit hours

c)   Professional   N/A____ credit hours

11. Student population:

a)   Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	268	N/A	268
Part-time student headcount	836	N/A	836
FTE	602	N/A	602

b)   Number of students (headcount) in non-credit, short-term courses: 176

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Medical Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	October 2009	Spring 2018	
Automotive Technology	National Automotive Technician	December 2014	Fall 2017	

	Education Foundation			
Diesel Heavy Equipment	Associate Equipment Distributors	Fall 2002	Fall 2018	
Nursing (candidacy)	Accreditation Commission for Education in Nursing (ACEN)	Pending	Pending	2019

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Littleton Academic Center	Yes	Yes	95.1
North Conway Academic Center	Yes	Yes	39.2
Omni Mount Washington	Yes	Yes	3.0
B. Out-of-state Locations			
N/A			

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

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral),

the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Accounting	Associate	100%	*
Business	Associate	100%	*
Criminal Justice	Associate	100%	*
Health and Wellness Facilitator	Associate	100%	*
Autism Education	Certificate	100%	*
Criminal Justice	Certificate	100%	*
Health and Wellness Coach	Certificate	100%	*
Library Technology	Certificate	100%	*
Water Quality Technology	Certificate	100%	*

*We currently do not track enrollment as students move between modalities however a student can choose to complete their studies 100% online.

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

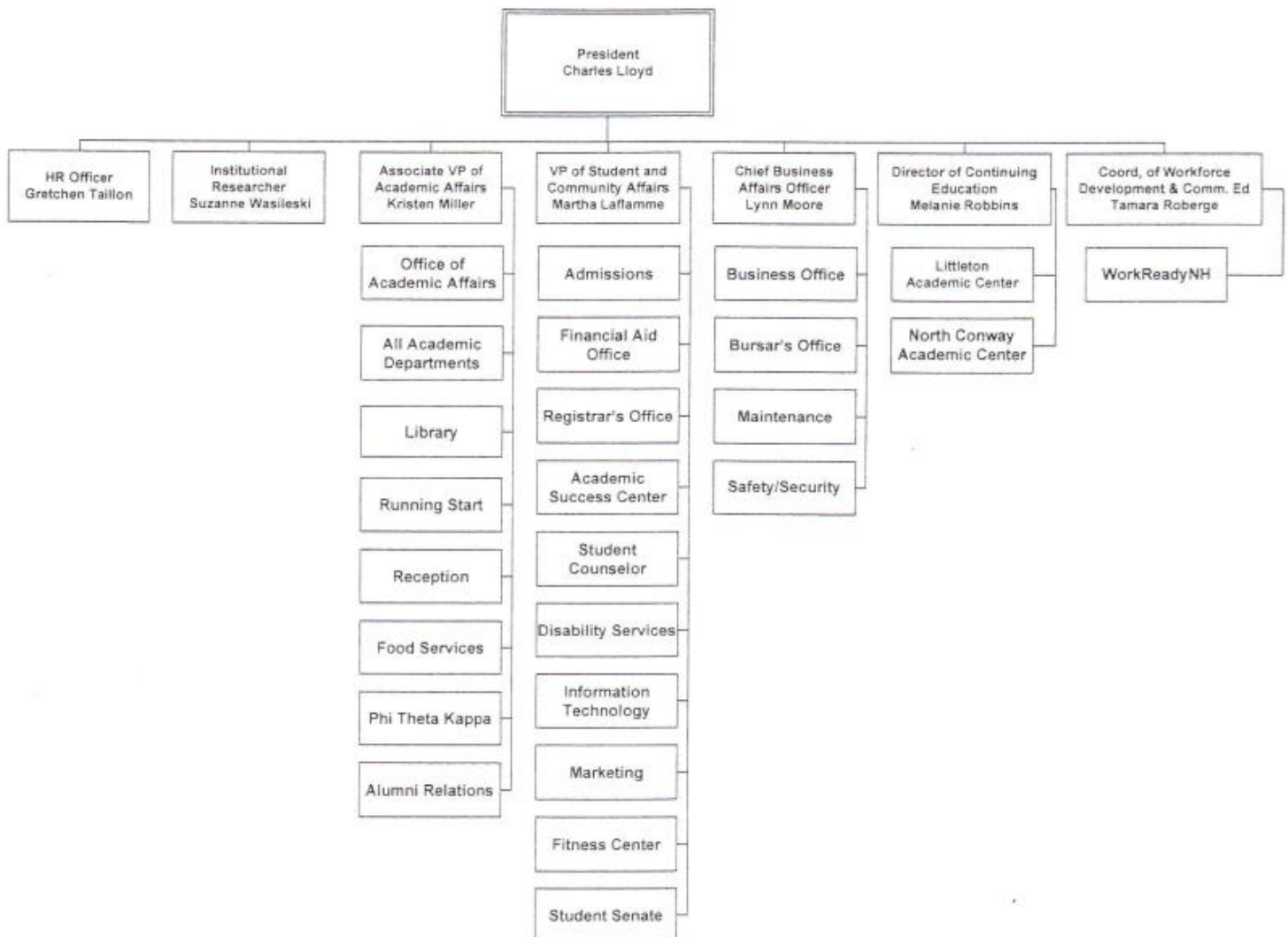| Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Mr. Jeremy Hitchcock	Chairperson, CCSNH Board of Trustees	2018
President/CEO	Dr. Charles Lloyd	President	2018
Executive Vice President	N/A		
Chief Academic Officer	Kristen Miller	Associate Vice President of Academic Affairs	2017
Chief Financial Officer	Lynn Moore	Chief Business Affairs Officer	
Chief Student Services Officer	Martha Laflamme	Vice President of Student Affairs	
Planning	Dr. Charles Lloyd	President	2018
Institutional Research	Dr. Suzanne Wasileski	Institutional Researcher	
Assessment	Dr. Suzanne Wasileski	Institutional Researcher	
Development	Dr. Charles Lloyd	President	
Library	Melissa Laplante	Director of Library Services	2017
Chief Information Officer	Martha Laflamme	Vice President of Student Affairs	
Continuing Education	Melanie Robbins	Director of Academic Centers	
Grants/Research	Tamara Roberge	Coordinator of Workforce Development and Community Education	
Admissions	Martha Laflamme	Vice President of Student Affairs	
Registrar	Laura Cleves	Registrar	2017
Financial Aid	Sheri Gonthier	Director of Financial Aid (NHTI and WMCC)	
Public Relations	Martha Laflamme	Vice President of Student Affairs	
Alumni Association	Denise Bergeron	Library Technician	

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

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

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

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                              President
                             Charles Lloyd

HR Officer    Institutional   Associate VP of    VP of Student and   Chief Business    Director of Continuing   Coord. of Workforce
Gretchen      Researcher      Academic Affairs   Community Affairs   Affairs Officer   Education                Development & Comm. Ed
Taillon       Suzanne         Kristen Miller     Martha Laflamme     Lynn Moore        Melanie Robbins          Tamara Roberge
              Wasileski

              Office of           Admissions       Business Office    Littleton            WorkReadyNH
              Academic Affairs                                        Academic Center

              All Academic        Financial Aid    Bursar's Office    North Conway
              Departments         Office                              Academic Center

              Library             Registrar's      Maintenance
                                  Office

              Running Start       Academic         Safety/Security
                                  Success Center

              Reception           Student
                                  Counselor

              Food Services       Disability Services

              Phi Theta Kappa     Information
                                  Technology

              Alumni Relations    Marketing

                                  Fitness Center

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

1961	The New Hampshire Community Technical College System was established by the NH State Legislature under RSA 188-F
1966	The College was established as New Hampshire Vocational Institute
1989	The College was renamed to New Hampshire Technical College-Berlin
1992	Haverhill Higher Education Academic Center – Woodsville opened
1995	The New Hampshire Community Technical College System reorganizes into four colleges, with the College's name being New Hampshire Community Technical College Berlin-Laconia
1999	The Littleton Academic Center opens
2000	NEASC grants candidacy status for accreditation
2003	Initial accreditation granted by NEASC
2005	The New Hampshire Community Technical College System reorganizes as seven independent colleges
2006	The North Conway Academic Center was established, co-located with Granite State College at the Technology Village
2007	New Hampshire Community Technical College System reorganizes as a self-governing entity under the Board of Trustees and changes its name to the Community College System of New Hampshire.
2008	The College is renamed to its current name, White Mountains Community College.
2009	The College is granted reaccreditation status by NEASC
2011	Haverhill Higher Education Center – Woodsville closed
2013	Fifth Year Report to NEASC
2013	The North Conway Academic Center co-located with Granite State College at the Technology Village was closed
2014	The Berlin campus consolidated operations to the main building moving several offices from the Twitchell house across the street.
2014	The Littleton Academic Center increased its space by 2730 square feet to the current size of 11,700 total square feet.
2014	NEASC approval to provide for WMCC to offer distance education
2015	The North Conway Academic Center opened in a new location, marking a return of WMCC's physical presence after a two-year hiatus.
2017	Culinary and Baking and Pastry Arts courses begin being taught at the Omni Mount Washington Hotel
2018	The North Conway Academic Center adds square footage to offer additional lab sciences and the Veterinary Assistant Certificate.
2018	Self-study submitted to NEASC.

Table of CIHE Actions, Items of Special Attention, or Concerns for WMCC 2018 Self-Study

Date of CIHE Notification Letter to WMCC	Item of Special Attention or Concern (quoted here from the text of the Notification Letter)	Relevant Standard(s)	See pages...
10/28/13	"...provide an update on the status of the Enhanced Credit Transfer Initiative"	4.5, 4.32, 4.36, 8 Overview	89-90, 145
11/18/13	"...give emphasis to the institution's success in... "1. identifying and using appropriate metrics to measure the retention and graduation of students;	5.6, 8.6, 8.8	34-35, 82, 109, 163-165, 170
11/18/13	"2. continuing to implement a comprehensive plan to assess student learning throughout the curriculum;	2.6, 8.2, 8.3	30-31, 75-77, 83-84, 150, 162-163, 165-168
11/18/13	"3. implementing initiatives to increase enrollment;	5 Overview, 5.6	82-83, 100-102, 106-109, 145
11/18/13	"4. ensuring sufficient faculty oversight of programs;	6.2, 6.7	86, 123, 124, 129-131, 169
11/18/13	"5. assuring sufficient financial resources to support programs and services;	7.14, 7.15	28, 141-143, 146-148
11/18/13	"6. continuing to assess the impact of the independence of the community college system on the institution."	3.6	29, 40-41, 147-148
02/11/15	"...include an update on the College's implementation of its distance education programming."	2.5, 3.14, 4.5, 4.45, 4.47, 4.48	22, 29, 33, 41, 73, 77-78, 80, 81-82, 84, 110, 168-170

INTRODUCTION

In fall 2015, White Mountains Community College (WMCC) began the reaccreditation self-study process required by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). This process started by appointing Co-Chairs, who in turn established Standard Teams, and by welcoming to campus Carol Anderson (Vice President of CIHE/NEASC) for an organizational workshop on November 30, 2015. As one of the first colleges working with the revised standards, combined with some new leadership in place since WMCC's 2008 Self-Study, the College felt it was important to start early, attend trainings, and work closely with NEASC. Over the past three years, the College has done exactly that.

Aside from the opening workshop on campus with Vice President Anderson, WMCC had representation at the Self-Study Workshop I (October 13-14, 2016), the Data First Forms Workshop (March 30, 2017), the New Presidents NEASC meeting (August 2, 2017), and the Self-Study Workshop II (January 20, 2018). A month prior to the College submitting this report, Vice President Anderson reviewed a draft and conducted a very informative follow-up session with the Standard Team Chairs to provide helpful feedback regarding overall themes and projections.

Dr. Suzanne Wasileski, the College's Institutional Researcher and Accreditation Liaison Officer, truly took responsibility for the accreditation process. After the departure of Dr. Fran Rancourt (Vice President of Academic Affairs--VPAA) in fall 2017, Suzanne assumed greater responsibility for keeping the process moving forward without a Co-Chair. Given her Institutional Research expertise, Dr. Wasileski provided much of the data for the narrative, while also overseeing the Data First Forms (not to mention serving as Team Chair of Standard Nine).

While WMCC constantly received communication and guidance from NEASC, back at the College the process was well orchestrated. After the initial Standard Teams were established by interest and areas of expertise, all contributors began researching, interviewing, and aligning their work in response to the new standards. It should be noted, all full-time (F/T) faculty and staff and many adjunct and part-time (P/T) employees contributed to the Self-Study. This highly participatory process was extensive and exhaustive, spanning eighteen months. The next phase involved creating the narrative, which began to take shape in fall 2017 as individual chapters came together. During this time, the College was likewise finalizing the new Strategic Plan.

Following the independent construction of each standard, they were all submitted to our "one voice" editor Dr. John Achorn, who began sewing them together. Dr. Achorn worked closely with the Standard Team Chairs to check for accuracy, review drafts, and identify places to include data and examples. This line of work continued for all of 2018 until the date of submission. As one last final review, the College felt it prudent to share the Self-Study with the College Advisory Board for further input on Friday, August 3, 2018, two weeks prior to submission of the document to the Commission.

WMCC has established an electronic Workroom to serve as a repository for the documents described in the narrative and to provide evidence of the assertions made. The Workroom is

divided by standard, and documents are grouped by topic for easy navigation. The College took similar care in providing a physical workroom to assist the visiting team with quick access to supporting documentation on campus.

The final document was completed and submitted on August 17, 2018, at which point it became public information and was posted on the College's website. At this point (through area media and the College website), the College also invited the public to make comments.

Early in the Self-Study process, it became evident what was to be accomplished. As a College, WMCC set out to learn more about itself, the community, and the way in which the College operates. Such information was attained, but the College also gained a better understanding of what it will take to be sustainable for years to come. The faculty, staff, and students of WMCC look forward to welcoming the NEASC evaluation team in September 2018 to demonstrate the great work that occurs to lead WMCC students to success.

CONTRIBUTORS
*denotes no longer at WMCC

Self-Study Co-Chairs
Dr. Fran Rancourt, *Vice President of Academic and Corporate Affairs**
Dr. Suzanne Wasileski, *Institutional Researcher*

Self-Study "One Voice" Editor
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Standard Eight
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Jessica Hill, *Senior Accounting Technician*
Denise Hoitt, *Receptionist*
Angela Labonte, *Program Assistant*
Dr. Fran Rancourt, *Vice President of Academic and Corporate Affairs**

INSTITUTIONAL OVERVIEW

WMCC, located in Berlin, is a two-year public institution offering associate degrees, certificates, and non-credit training. Part of the Community College System of New Hampshire (CCSNH), WMCC is one of seven community colleges in the state. The College was established in 1966 as the New Hampshire Vocational Institute and has since evolved both in physical presence and program offerings. The Berlin site has undergone five major expansions that have brought the size of the main College building to 87,500 square feet of modern classrooms and laboratories. To meet the needs of students throughout northern New Hampshire, WMCC has expanded its presence through the Academic Center in Littleton (1999) and North Conway (2015).

After fifty-two years of evolution, WMCC has remained constant in providing a quality education, allowing each student the opportunity to choose a career pathway and to gain the personal and professional skills needed to be successful in a competitive job market. The student body has grown significantly and now includes a wide range of ages and experiences. Courses for traditional and adult students are available day, evening, and online. Programs uniquely blend theoretical information with practical application and maintain a low student-faculty ratio. WMCC offers a comprehensive array of programs from Culinary Arts, Welding, and Nursing to Criminal Justice/Homeland Security, Business, Accounting, Liberal Arts, and many more. Several of the academic programs have individual accreditations either recently completed or in progress. These include Medical Assistant, Nursing, Automotive Technology, and Diesel Heavy Equipment Technology.

As a member of CCSNH, WMCC has seen many benefits from this centralized support system. Since CCSNH's transition in 2007 through Senate Bill 82 to become "a quasi-independent body corporate and politic," the System and the colleges have acted more autonomously. CCSNH is governed by a Board of Trustees (BOT) who appoint the Chancellor and the colleges' presidents. CCSNH has hosted many college-support functions for the seven colleges to share. Some of these shared services include legal counsel, risk management, information technology (IT), payroll, and fiscal management. These shared services often come in the form of new initiatives, which at times has caused the College to experience "initiative fatigue." Since 2016, when CCSNH partnered with Complete College America (CCA) and its Guided Pathways to Success (GPS), the College has seen significant increases in enrollment, retention, and completion.

From the Banner Revitalization Project (course-sharing initiative) several years ago to the more recent focus on technology platforms, co-requisite education, recruitment of adult learners, Fifteen to Finish, and other onboarding methods, it is clear that many faculty and staff do not have enough bandwidth. In an effort to combat this challenge, WMCC has organized these initiatives with lead people and committees and infused them into the College's Strategic Plan. These efforts aim to keep students at the center of the College's mission.

CCSNH's "65 by 25" Vision points to the importance of degree attainment. To maintain New Hampshire's positive economic indicators, including low unemployment and high per-capita income, New Hampshire will need sixty-five percent of its adults to attain education beyond high school. CCSNH is committed to achieving this Vision by 2025. WMCC is contributing to this

Vision through increased retention and completion for students enrolled in certificates and degree programs.

Like any community college, particularly in northeastern Unites States, WMCC has not been without enrollment and financial challenges. With declining demographics, coupled with rising costs and low state funding, the College has had to be more creative in "right-sizing" the institution to navigate financial struggles. This strategic scaling of the College has taken a variety of forms, not the least of which has been the increased dependence on adjunct and P/T employees. Because of this increased dependence, the College has prioritized making these employees a welcomed, integral part of the community, dedicating space for them and inviting them to workshops, training sessions, meetings, and recognition events, to name a few. This assimilation occurs at all three locations: the main campus in Berlin, the Littleton Academic Center, and the North Conway Academic Center. To its credit, the staff at the Littleton and North Conway Academic Centers have managed to forge strong relationships with adjuncts despite the small size of these two locations.

Because of the pride, commitment, and professionalism of WMCC employees, students and the community at large are virtually unaware of the College's challenges, as is evident by student success rates, particularly WMCC's graduation rate, typically hovering around forty-nine percent for a three-year cohort (among the highest of any community college). Despite declining enrollment, WMCC (given retention, graduation, transfer, and job-placement rates) is still very successful at meeting its mission. Recently, the College has investigated strategies to support itself financially, such as using a portion of College-owned property for a solar farm and/or logging operations, while also considering the sale of unused buildings.

Another area WMCC and CCSNH continue to look for financial relief comes in the form of grants. As the System and College seek to diversify revenue streams, there has been some success in recent years that has significantly benefitted all seven colleges. Of note, WMCC was the benefactor of a portion of the Trade Adjustment Assistance Community College and Career Training (TAACCT) grant-funded program. This Department of Labor grant was received in 2011 by CCSNH and was designed to put unemployed and underemployed workers on a path to great jobs. WMCC used the funds to enhance the Science, Technology, Engineering, and Math (STEM) areas of the College, with significant focus on the Welding lab. These funds have allowed for increased enrollment and for students to use state-of-the-art technology in both the lab and classrooms.

Other notable grants helping WMCC maintain financial stability, while providing important services to students, include the North Country Health Consortium (NCHC) grant and Carl Perkins funds. The NCHC grant supports a P/T counseling position for the College, allowing students access to a wide variety of counseling services. The Carl D. Perkins grant, which benefits many technical programs, also provides for an Academic Success Coach to tutor and advise students in their studies. This same Perkins grant provides an allocation to the Assisting People in Transition Program. Finally, a recent collaboration with Dartmouth College has made WMCC a host site for a research project to add intensive advising for students. Early results from an adjunct Math Professor turned College Access Navigator have been encouraging.

Many of the grants are the result of partnerships with community organizations. These relationships with community agencies have proven to be a strong point for WMCC and are mutually beneficial. Many faculty and staff serve on boards, provide interns, invite guest speakers, and work closely with partners in the community. Similarly, these community non-profits and for-profit businesses alike find ways to support the College and students directly. For example, a local dealership donated a vehicle to the College's Automotive Technology Program for students to work on as part of their education. Similarly, the Diesel Heavy Equipment Technology Program has Caterpillar equipment regularly on loan so that students may train on new machinery. Whether it be responding to the needs of a specific community partner for credentialing an existing workforce or customizing non-credit training for surrounding companies, WMCC is viewed as a true resource in the community.

Being a community resource has also meant meeting the needs of high school students seeking to earn college credit. Of course, students have been able to do so since 1999 with the Running Start program in which certified high school teachers teach WMCC's courses, but now other options exist. Most recently, high school students have been able to take courses at WMCC face to face or online for half the price of WMCC's tuition rate. Additionally, juniors and seniors in high school are offered scholarship dollars from the Governor to underwrite the cost of two STEM courses per academic year. These dual and concurrent enrollment programs give students a significant advantage toward their college degree, whether they attend WMCC or another institution that accepts these credits.

Once these high school students do enroll at WMCC, they have advantages over traditional enrollees. One of the benefits of a declining demographic of college-going students in the Northeast is that four-year institutions in New Hampshire and beyond have been working much closer with community colleges to solidify favorable articulation agreements, two-plus-two arrangements, and several specific dual-admission programs that guarantee admission at these four-year institutions after students have completed coursework at WMCC. Clearly, four-year institutions want community-college transfer students, particularly from WMCC.

WMCC employees liken themselves to a big, supportive family. In that spirit, there may be challenges, but there is a willingness and determination not only to survive but to thrive in the North Country. Such willingness has been apparent during many College conversations about planning for the future. The projections in the pages that follow began as overambitious but were then properly cross walked with the newly developed Strategic Plan and viewed through the lens of the five-year budget plan. What has made WMCC special for the last fifty-plus years and will continue to make it special for the next fifty to come is this willingness to do whatever it takes. In the case of WMCC, it all begins by placing a premium on student success.

ABBREVIATIONS AND CONVENTIONS

AAUP	American Association of University Professors
ADA	Americans with Disabilities Act
AFA	Academic Focus Areas
ASC	Academic Success Center
AY	Academic Year
BIT	Behavioral Intervention Team
BOT	Board of Trustees
CBA	Collective Bargaining Agreement
CBAO	Chief Business Affairs Officer
CCA	Complete College America
CCSNH	Community College System of New Hampshire
CIHE	Commission on Institutions of Higher Education
CTE	Career and Technical Education
FERPA	Family Education Rights and Privacy Act
F/T	Full Time
FY	Fiscal Year
GPS	Guided Pathways to Success
IBEW	International Brotherhood of Electrical Workers (union for F/T faculty)
ILL	Interlibrary loan
IRB	Institutional Research Board
IT	Information Technology
LBA audit	Legislative Budget Assistant audit
LMS	Learning Management System
NCHC	North Country Health Consortium
NCLEX	National Council Licensure Examination (Nursing)
NAEYC	National Association for the Education of Young Children
NEASC	New England Association of Schools and Colleges
NHHEU	New Hampshire Higher Education Union
NHTI	NHTI – Concord's Community College
P/T	Part Time
RSA	Revised Statutes Annotated (New Hampshire State Law)
SBAR	Situation, Background, Assessment, and Recommendation (Nursing)
SBR	System Banner Revitalization
SEA	State Employees' Association (union for staff and adjunct faculty)
SIS	Student Information System
SJD	Supplemental Job Description
STEM	Science, Technology, Engineering, and Mathematics
UNH	University of New Hampshire
USNH	University System of New Hampshire
VPAA	Vice President of Academic (and Corporate) Affairs
VPSA	Vice President of Student (and Community) Affairs
WMCC	White Mountains Community College

Conventions: active web links in blue; documents found in the electronic Workroom in purple

STANDARD ONE
MISSION AND PURPOSES

DESCRIPTION

WMCC is located in New Hampshire's North Country, a large, sparsely populated region of the state. Founded as a state trade school in the city of Berlin in 1966, the institution has grown into a multisite community college with Academic Centers in Littleton and North Conway, as well as a presence online. WMCC is one of seven community colleges in the Community College System of New Hampshire (CCSNH). In 2009, the CCSNH Board of Trustees (BOT) formally adopted the College Mission Statement:

> *Mission: White Mountains Community College is a comprehensive, student-centered educational institution providing opportunities for educational and career mobility while sustaining community development.*

This Mission Statement appears in the *College Catalog* and other printed materials, on the College website, and on the new Employee Resource page on the College's Learning Management System (LMS). (See Data-First Form 1.1.)

In 2009, WMCC likewise adopted a Vision Statement, which reads as follows: "White Mountains Community College is a leading comprehensive educational institution committed to excellence." Unsatisfied with this statement and looking to generate a more specific, future-oriented vision, the College held campus-wide discussions to create a new Vision Statement that would support strategic planning. In 2016, after multiple campus-wide meetings and exchanges of drafts among various constituents, the College adopted its new Vision Statement:

> *Vision: White Mountains Community College will excel as a sustainable educational and community resource for the North Country. Our vision is to be the region's first choice for an accessible, high-quality education that provides direction and opportunity for those seeking a new path: either a change in career or trade, or a transfer to a four-year institution.*

WMCC's Mission and Vision Statements reflect the character of the institution, including its emphasis on workforce development and student transfer. Throughout its history, the College has honored its pledge to provide business and industry with a skilled workforce. Additionally, the College has expanded its curriculum to include current technologies and new programs of community and academic interest. Regarding its emphasis on student transfer, the College has actively sought to formalize articulation agreements and is currently developing a 2+2 Guided Pathways to Success (GPS) initiative with the University System of New Hampshire (USNH). (See the Dual Admissions USNH documents in the electronic Workroom.) These articulation agreements give WMCC students a clearly defined two-year pathway towards earning their bachelor's degree at one of the four institutions within the University System: The University of New Hampshire (UNH), UNH-Manchester, Keene State College, Plymouth State University, and Granite State College.

The College Mission Statement also emphasizes WMCC's student centeredness, the College being an open-enrollment institution intended to provide the broadest possible access to higher education. The student body consists of a wide range of ages, experiences, and ability levels, including students recently graduated from high school, adults looking to enter the workforce, and others seeking to change careers or upgrade individual skills. Furthermore, the College has expanded its online offerings and continues to make available non-credit and continuing-education courses. The College also offers college courses to high school students through Running Start, a program that enables these students to get an early start on their college education by taking college courses for credit in their own high schools, credits they can transfer when they enroll in post-secondary education.

Notably, the College Mission and Vision Statements are consistent with those of CCSNH (https://www.ccsnh.edu/about-ccsnh/mission-strategic-plan). CCSNH's Mission Statement, released in 2012, reads as follows:

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

CCSNH Vision Statement, likewise released in 2012, reads thus:

> *"65 by 25": To maintain New Hampshire's positive economic indicators, including low unemployment and high per-capita income, New Hampshire will need 65 percent of adults with education beyond high school. CCSNH is committed to achieving this vision by 2025.*

CCSNH's strategy to achieve its Vision entails the following actions:

- Increase enrollment
- Foster an environment in which CCSNH is an employer of choice and works to improve employee engagement
- Improve CCSNH's net revenue and financial sustainability, as well as its overall financial and budget processes
- Use technology to expand credit transfer and course sharing among all seven community colleges
- Address the unique needs of its rural colleges and communities
- Serve as a strong bridge for pathways from high schools to four-year institutions, as well as for employment with a focus on STEM and high-demand careers
- Advance efforts in data collection, analysis, and communication to attain well-defined goals

After CCSNH finalized these statements in 2012, WMCC reviewed its own Mission and Vision Statements and found that the unique nature of its rural setting hinders its ability to increase enrollment through recruitment only. It has thus decided to place additional efforts on student

retention, as discussed in Standard Five. As for its Vision Statement, WMCC (being student centered) emphasizes that which promotes student achievement and success; whereas CCSNH, reflecting a state-level perspective, emphasizes economic factors.

In short, the College Mission and Vision Statements encompass WMCC's values and define its purpose as an institution of higher education. Uniquely situated in New Hampshire's North Country, the College has developed an enduring, symbiotic relationship with its surrounding communities. Throughout its history, it has collaborated with community businesses, organizations, and other institutions to build enduring relationships.

APPRAISAL

WMCC's Mission and Vision Statements reflect the high value the College places on its origins as a trade school: its purpose, to provide business and industry with a skilled workforce. As such, the College strives to offer new, in-demand academic programs to keep up with industry and business needs. Since its last comprehensive accreditation, the College has added degree and/or certificate programs in Health and Wellness, Driver Education, Veterinary Assistant, Library Technician, and Criminal Justice/Homeland Security. These new degrees and certificates complement many of the College's successful, longstanding programs, such as Advanced Welding Technology and Allied Health and Commerce (now Health Sciences and Services under the new Academic Focus Areas—AFAs). Curriculum development also has a direct bearing on WMCC's articulation agreements, enabling students to enroll in WMCC courses whose credits transfer to four-year institutions, thereby allowing these students to seek a bachelor's degree after earning their associate degree at WMCC (see Standard Four). As described in Standard 2, WMCC's Advisory Committee structure deserves special credit for these successful expansions, guiding decisions that promote growth.

A big part of WMCC's Mission and Vision Statements is its emphasis on sustainability, a long-term goal cultivated through CCSNH's partnership with Complete College America (CCA). Beginning in 2015, this partnership emerged in connection with the System's 65 by 25 Vision. CCA offers key strategies for colleges to improve completion rates and thereby sustain themselves. Under the umbrella of GPS, these strategies include the following:

- Early career planning in the K-12 arena
- Academic mapping and proactive student advising
- Institutionalizing Academic Focus Areas (AFAs)
- Developing co-requisite remediation models
- Instituting common gateway courses for students in their first semester
- Building alternative scheduling formats
- Creating a Fifteen-to-Finish model whereby students take at least fifteen credits per semester in order to complete their degree in two years

Through such partnerships and emphasis on sustainability, WMCC will continue to develop its identity as the North Country's affordable and accessible institution of higher education for job placement, career mobility, self-enrichment, and college transfer. For a complete description of these GPS strategies, in particular, see www.completecollege.org.

WMCC has already implemented several of the CCA strategies, including co-requisite remediation, program pathways, and academic mapping with proactive advising. Additionally, the College is working to institute common gateway courses and has recently switched from five Academic Departments to seven AFAs (see Standards Four and Eight). Regarding the latter, these AFAs (guided by CCSNH VPAAs and CCA representatives) are common to all seven community colleges. WMCC still plans to do more to improve on-time completion rates by instituting common first-semester schedules within AFAs, by reinforcing a Fifteen-to-Finish model, by continuing to strengthen pathways, and by increasing F/T enrollment, all of which are discussed throughout this narrative.

The CCA initiatives are but one reflection of the student-centered approach of the College. These initiatives build upon resources that have been in place at WMCC for many years and have provided the academic support that students need. Many of these resources are collected in the Academic Success Center (ASC, https://www.wmcc.edu/academics/academic-success-center), a place where students receive academic advising, peer mentoring, academic coaching, and both peer and professional tutoring. It is a place where students can build and strengthen basic academic skills, as well as a place for students to collaborate. ASC also houses the College's Coordinator of Disabilities Services (https://www.wmcc.edu/disabilities-services), thereby integrating academic support and disability services into one location. The ASC serves students at all three of WMCC's locations and online, using a collaborative approach that emphasizes communication with the various units of the College. ASC consists of a well-qualified team of professionals who support student success, offering diverse services, engaging in campus and community outreach, and networking with other colleges.

WMCC has also been true to its mission in the comprehensiveness of its programs, offering certificates, associate degrees, and courses for transfer; partnering with area high schools through Early College and Running Start; and sponsoring events on campus for regional businesses, industries, and the local community. As part of a partnership between CCSNH, the New Hampshire Department of Business and Economic Affairs, and the New Hampshire Department of Employment Security, WMCC hosts WorkReady New Hampshire (https://www.wmcc.edu/workreadynh), a tuition-free Workforce Development Program targeted at unemployed and underemployed residents. Those who successfully complete the program receive a nationally recognized certificate. Some WorkReady graduates actually find a path to academic programs at WMCC.

In addition, the College enriches the broader community through offerings that are not specifically related to workforce development or academic success. The Culinary Arts and Baking & Pastry Arts Programs together host weekly lunches open to the public once the academic year is well underway. These gourmet multicourse meals have limited seating and generally sell out weeks in advance. Students in these programs gain valuable experience preparing and serving meals and build their confidence in response to enthusiastic community feedback. Likewise, the Fortier Library (together with the public libraries in Berlin and Gorham) hosts Wednesday evening speakers' series and book discussions that revolve around a particular theme each semester. Held at WMCC, these well-attended events build relationships and offer the entire community opportunities for lifelong learning and intellectual stimulation. For over thirty years, in cooperation with individuals, organizations, institutions, and agencies (including

local libraries, artists, colleges and universities, the New Hampshire Humanities Council, the Arts Alliance of Northern New Hampshire, and the Smithsonian Institution), WMCC has offered free cultural events, enrichment programs, and art exhibits, as described in the Library Programming documents in the electronic Workroom.

The Fortier Library also hosts a lunchtime book group for employees (past and present) and serves as an additional public library in Berlin. Notably, the Berlin Public Library, downtown, is not able to offer as many interlibrary loan (ILL) services and is not accessible for the physically impaired. The Fortier Library, which is, offers guests from the community access to library resources that they would not otherwise have. Further, inasmuch as the North Country has limited broadband access, the Fortier Library is a valuable resource for patrons, offering them online access and other technology, along with the assistance to learn how to use this technology. In short, WMCC library staff have created a welcoming environment for people of all ages and ability levels, sustaining WMCC's vision of itself as a "community resource."

The College's vision of itself as "a sustainable educational and community resource" is also reflected in two of its assets located across the street from the main building in Berlin: the Child Development Center and the adjacent woodlot. The Child Development Center (https://www.wmcc.edu/student-services/child-development-center) is a vital resource for the region, providing high quality childcare for children ages twelve weeks to twelve years. Approximately 40% of the sixty-five children served annually by the Center have parents who are students at WMCC, students who are able to attend only because the College provides access to childcare. Another 10% of those served at the Center are the children of employees. The remaining 50% come from the broader community. The quality of care provided at the Center is excellent, with age-appropriate curricula for children at all levels. Accredited by the National Association for the Education of Young Children (NAEYC), it is the only licensed childcare facility in Berlin that accepts infants. The Center reflects WMCC's ongoing commitment to build a strong community. It also serves as a laboratory for students in WMCC's Early Childhood Education Program (as well as students from Berlin High School) by offering valuable internships and hands-on experience to those seeking a career in the field.

As for the adjacent woodlot, this consists of approximately 350 acres of prime forest land. The College is currently undergoing deliberations to determine the best way to utilize this valuable financial asset, including the idea of making it into a sustainable logging operation that promises jobs for local foresters and loggers, educational fieldwork for students in Environmental Science (particularly its Forestry branch), and predictable annual revenue for the College outside of current funding streams.

In short, WMCC's mission and purpose is to be student centered and accessible, to provide high-quality education, and to sustain itself as a viable option for higher education serving the needs of its community. Now in its 52nd year of operation, WMCC is proud of its heritage, one that reflects a successful transition from a trade school serving the industrial and manufacturing needs of the local community to a comprehensive community college. Whether responding to the needs of employers by creating new academic programs or reaching out to the community to accommodate their interests, WMCC has striven and will continue to strive to keep its mission and vision at the forefront of decision making. WMCC's underlying passion is to prepare

students for success, to prepare them to be leaders in the workforce, and to prepare them to be active members in their communities.

Based on the results of this Self-Study, the College now realizes that a more accurate rendering of the College Mission Statement is in order. Besides Granite State College, which has a branch campus in Conway, WMCC is the only institution of higher education in the North Country. Throughout its history, it has collaborated with community businesses, organizations, industries, and other institutions, building and cementing critical relationships that have endured for generations. In the current College Mission Statement, the notion of "sustaining community development" does not capture this meaning; instead it suggests that these relationships will always remain in the process of being developed, never coming to fruition. On the contrary, many of these critical relationships are fully developed, being mutually beneficial to all parties and to the local community, as well. A more accurate rendering of the College's mission *vis-à-vis* these relationships would be "sustaining valuable community partnerships while ever seeking to develop more partnerships to maintain an indispensable presence in the region."

In like fashion, the phrase "opportunities for educational and career mobility" in the current Mission Statement sells short the nature of WMCC's mission and purpose. WMCC addresses the challenging needs of students of all ages and backgrounds, developing new initiatives, collaborative grants, and articulation agreements so that students have opportunities for success in its broadest sense. Indeed, such initiatives, grants, and agreements; such open student access, program variety, and broad-ranging course offerings; such personal attention and care combined with course transferability to four-year institutions promise to enrich the lives of students in so many different ways. Further, WMCC answers the call of local, statewide, and national businesses and organizations, creating new college programs that stimulate professional growth and development, transforming students' lives while simultaneously empowering them with the means for upward mobility. Hence, the phrase must expand to capture the full extent of the opportunities available to students enrolled at WMCC, something along the lines of providing "opportunities for educational advancement, self-enrichment, professional growth, and career mobility."

PROJECTIONS

To advance WMCC's mission and purposes, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will create a Mission Statement Review Committee to review, revise, and adopt a new College Mission Statement that more effectively and comprehensively captures WMCC's mission in response to a changing landscape.	Internal and external community	One year

WMCC will foster an environment in which CCSNH is an employer of choice and works to improve employee engagement through both the results from the Great Colleges to Work For surveys and a variety of activities including teambuilding and recognition events.	HR Office/ The College's Leadership Team	Ongoing
WMCC will implement plans to assess institutional understanding of mission and purpose.	Marketing/ Institutional Research	Beginning AY 2019-2020

Standard 1: Mission and Purposes

Copies of the current mission statement and vision statement are attached.

Document	Website location	Date Approved by the Governing Board
WMCC web page: Institutional Mission Statement	http://www.wmcc.edu/about-wmcc/mission	10/23/2009

Mission Statement published

	Website location	Print Publication
"College Mission"	https://www.wmcc.edu/about-wmcc/mission	2018-2019 WMCC College Catalog, Page 5
2017-2018 Student Handbook, Page 1 "College Mission" .pdf version	https://www.wmcc.edu/sites/default/files/content/documents/2017-2018StudentHandbook.pdf	Online only **

Related statements

	Website location	Print Publication
2017-2018 Student Handbook, Page 14 "Computer Use" .pdf version	https://www.wmcc.edu/student-services/student-handbook	Online only
2017-2018 Student Handbook, Page 29 "Library" .pdf version	https://www.wmcc.edu/student-services/student-handbook	Online only
2017-2018 Student Handbook, Page 34 "Statement of Non-discrimination" .pdf version	https://www.wmcc.edu/student-services/student-handbook	Online only
2018-2019 WMCC College Catalog, Page 2 "President's welcome" .pdf version	https://www.wmcc.edu/academics/college-catalog	College Catalog, Page 2
2018-2019 WMCC College Catalog, Page 5 "Notice of Non-Discimination" .pdf version	https://www.wmcc.edu/academics/college-catalog	College Catalog, Page 5
2018-2019 WMCC College Catalog, Page 16 "Academic Success Center" .pdf version	https://www.wmcc.edu/academics/college-catalog	College Catalog, Page 16

NOTES: ** Student Handbooks are no longer offered in print.   Updated DB 7/30/2018: 2018-19 Student Handbook not available as of this date.

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WMCC

Mission (2009): *White Mountains Community College is a comprehensive student-centered educational institution providing opportunities for educational and career mobility while sustaining community development.*

Vision (2016): *White Mountains Community College will excel as a sustainable educational and community resource for the North Country. Our vision is to be the region's first choice for an accessible, high quality education, providing direction and opportunity for those seeking a new path: a change in career, a trade, or transfer to a four-year institution.*

WMCC Broad "Institutional Goals" (Strategic Plan 2018*):*

- *Access*
- *Pathways*
- *Communication*
- *Sustainability*
- *Community*

STANDARD TWO
PLANNING AND EVALUATION

DESCRIPTION

Planning at WMCC happens in a variety of ways and at a number of levels. On a weekly basis, the College's Leadership Team meets and focuses on the budget, enrollment numbers, staffing, and sustainability. The Chief Business Affairs Officer (CBAO) and President are in constant communication regarding the status of the budget. Every decision made takes into account its financial impact on the College.

Annually, there is an operating-budget planning process that involves the campus community. This process gives the College an opportunity to discuss program and department needs for the upcoming year; to identify, quantify, and prioritize risks and opportunities; to set productivity goals; and to allocate resources. The CBAO oversees this process, meeting with those who are responsible for departmental budgets (see WMCC FY 19 Budget Request Form in the electronic Workroom under Standard Seven). Once departmental budgets have been created, a draft of the annual budget is prepared and brought to the College's Leadership Team for review, guidance, and input. Then, the President and CBAO present the final budget to the Board of Trustees Finance Committee, which must approve it before sending it on to the Board of Trustees (BOT) for final approval.

In the past, the CBAO had also planned a budget three years out. In 2018, at the request of the Chancellor's Office, a five-year budget projection was created and will be the standard timeframe going forward. To create such a budget, the CBAO draws information from the College's Institutional Researcher on projected enrollment and from the College's Leadership Team on upcoming staffing needs and changes, with guidance from the Chancellor's Office. This financial plan must maintain the College's reserve funds at a minimum of 5% of the total operating budget, per the Reserves_Proposed_Policy_Change document.

This strong focus on finances and other budgetary concerns reflects WMCC's recent history. The College experienced a sharp decline in credits sold from an annual high of nearly 22,000 in academic year (AY) 2010-2011 to under 17,000 in AY 2014-2015. Because student tuition funds about 40% of the College's operational budget (while roughly 50% comes from the New Hampshire state allocation, and the remainder comes from grants, scholarships, and the like), a reduction in credits sold dramatically affects the College's ability to achieve its goals. Furthermore, by 2014, the College's reserve fund had been depleted, the result of the previous President's efforts to cover operating losses for the year (see Standard Seven). Through careful planning and sustained attention to these matters, the College is now more fiscally stable, as illustrated in Standards Four, Five, and Seven.

Plans for capital projects are submitted to the BOT Finance Committee and Facilities and Capital Budget Committee prior to being brought to the full BOT for approval. Capital planning, as delegated by the BOT, rests within the purview of the Chancellor. With input from the seven community colleges, the Chancellor develops and maintains the Capital Projects Plan. A six-year Capital Projects Plan is currently in the developmental phase and will incorporate all BOT-

approved capital facilities projects, property development projects, and maintenance improvement projects for each college. In making requests to the State of New Hampshire for appropriations or bonding approval for capital construction and in responding to inquiries regarding long-range capital outlay planning within CCSNH, the Chancellor's Office and the BOT will use this Capital Projects Plan as the approved reference document, which is updated biennially and presented to the BOT for approval. Once approved by the BOT, funding requests then go to the state for consideration. (See Workroom for an example of a CCSNH Long Range Capital Plan as prepared when the System was part of the State of New Hampshire.)

Likewise, the Chancellor, with input from the College's Leadership Team, develops and maintains a System-wide Capital Projects Schedule that details major construction, repair, and renovation projects. For approval, these projects must demonstrate the availability of adequate funding. The schedule includes all projects that have been approved by the BOT and are to begin within the next two years. The Capital Projects Schedule is updated annually and presented to the BOT for renewed approval. Once funded, the BOT Finance Committee and Facilities and Capital Budget Committee oversee the projects, receiving on a quarterly basis an updated Capital Projects Schedule to monitor what progress has been made. The CCSNH Director of Capital Planning and Development has created a page on the CCSNH website that includes the Capital Planning and Development Policy and Procedure Manual (see http://www.ccsnh.edu/capital-planning-and-development).

With input from the colleges, the Chancellor also develops and maintains a long-range Technology Plan (see physical Workroom) that incorporates all BOT-approved acquisitions of computer software and hardware for the next three to five years. The College's Leadership Team works with the WMCC Technical Support Specialist to determine the College's needs and submits a plan to the Chancellor's Office. The Chancellor's Office then creates a budget request for the entire System and brings it to the state on the biennial budget cycle.

At the College level, WMCC began developing its Strategic Plan in spring 2014 with a series of campus-wide planning events that led to a Strengths-Weaknesses-Opportunities-Threats analysis (SWOT Feb 19 2014) and a number of identity statements. These identity statements define the College's key strengths as (1) its high-touch commitment to student success, (2) its two Academic Centers as its greatest opportunity for expansion and increased educational access, and (3) its brand as an institution of higher education based on outcomes related to job placement and transfer. Such statements derive from a System-wide effort that began when CCSNH was revising its own Strategic Plan. In 2015 and 2016, the College used information gathered through this analysis and during campus-wide conversations to identify strategic priorities. During this process, the College community found it needed to rework the College Vision Statement (see Standard One). Based on themes arising from these community meetings, a small group of employees created a Strategic Plan Overview that identifies five institutional goals, or "pillars": Access, Pathways, Communication, Integration (later changed to Sustainability), and Community. The Strategic Plan Overview also gives a general description of each. Afterwards, this small group sought feedback from the College community. Late in 2016, the College published the Strategic Plan Overview Brochure 2016.

During fall 2017, the College's Leadership Team invited the entire WMCC community to help flesh out the Overview, input that created a foundation for the current Strategic Plan. In September 2017, the College's Leadership Team met to review the Strategic Plan Overview and composed an early draft. In November 2017, the College sent a Strategic Plan Questionnaire to alumni, students, employees, community members, and the College Advisory Committee to get feedback from as many constituents as possible. The Strategic Planning Committee (consisting of members involved in creating the Strategic Plan Overview plus the new Interim President) reviewed these responses and made additional revisions. In spring 2018, the College's Strategic Plan 2018-2023 was ready to be presented to the BOT for approval. To keep the Strategic Plan highly visible at each of WMCC's three locations, the College has created and hung posters highlighting the components of the five pillars. For each pillar, a team meets periodically to review progress and maintain momentum.

Now that WMCC is under more favorable financial circumstances (completing FY 2018, the College was in a positive net position), it is well positioned to proceed with implementing the priorities associated with the Strategic Plan, priorities that lend themselves to sustainability and further educational effectiveness. The new Strategic Plan coincides with the new budgeting processes, and the combination leaves the organization with a clearly defined list of priorities, with a five-year budgeting plan that matches. Such planning and structure constitute significant achievements for the College. The execution of the Strategic Plan will be critical over the next few years.

Planning is also central to the charge of several of WMCC's standing committees. For example, the Alternative Delivery Committee reviews requests for proposed online courses, as well as traditional courses and programs using an alternative delivery format, such as hybrid courses. The Events Committee plans annual events, such as Commencement and the Grand Auto Show, an annual fundraising event that provides scholarships for students in the Automotive Technology Program. The Curriculum Committee reviews all proposals to changes in the curriculum, including the introduction of new programs.

Program planning at WMCC incorporates institutional research. Before new academic programs are proposed to the Curriculum Committee, the College considers statistics from the United States Bureau of Labor to anticipate the future of industry demand. The College uses tools such as Burning Glass/Labor Insight software to explore the current regional employment market. One result of this process is the emergence of WMCC's Commercial Driver Training Certificate (see Coos County Occupational Projections). Another concerns a feasibility study regarding the possibility of creating a Licensed Practical Nurse (LPN) Program at WMCC. While the New Hampshire Board of Nursing does not approve or deny studies, the LPN Program continues to be in consideration. A copy of the study, Market Demand for LPN 2017 is provided in the Workroom as an example of the variety of ways WMCC goes about program planning.

These data sources have also enabled the College to improve existing programs. For example, WMCC has used the Burning Glass/Labor Insight software to compare current offerings within IT to the skills that employers seek in new hires (see Burning Glass Skill Clusters in Demand IT). As a result of this comparison, in AY 2015-2016 the College introduced IST 224W: Computer Networking IV to accompany Computer Networking I, II, and III. Computer

Networking IV is a course that prepares students for the Cisco Certified Network Associate Routing and Switching exam. In short, these software tools have enabled the College to provide students with the most current skills needed for the labor market.

Evaluation

WMCC regularly evaluates the application of its purpose and mission to ensure that the College remains student-centered and provides students with multiple opportunities for educational and career mobility. Program Review is a central aspect of these ongoing efforts at evaluation. Once academic programs are in full operation, they undergo a review process every five years. To facilitate this process, the College publishes the Academic Program Review Guidelines, available in the Workroom. The purpose of the review is to provide a framework within which each program identifies areas of strength and areas to improve. The Guidelines are applied at the departmental level: all programs in a given department are reviewed during the same year. This process is intended to enable the College, in consultation with evaluators (both internal and external), to identify resources needed to improve areas within a program. As a result of the review process, Department Chairs produce a 100- to 150-page self-study (with appendices) that they submit to the Office of Academic Affairs in spring semester. Examples appear in the Workroom. Afterwards, according to the Guidelines, each program undergoes an external peer evaluation and then creates a "Program Action Plan," which informs the budgeting process.

The success of the College and its individual academic programs ultimately rests on employment outcomes for graduates. For many years, the College has surveyed students on graduation day as to their future plans, including whether they have obtained employment. During each of the past five years, WMCC has surveyed alumni in November. A survey goes out by postal mail to graduates over the prior two academic years. For May graduates, the surveys arrive six and then eighteen months after graduation. These measures are taken up in detail in Standards Four and Eight.

Evaluation was also central to the development of the Strategic Plan. The College thoughtfully determined how it would measure progress toward its goals. Each overarching pillar is accompanied by a series of key performance indicators (see Strategic Plan 2018-2023 Summary with KPIs), which were developed with significant input from the Institutional Researcher to ensure that the needed data exist or could be gathered. A crosswalk was also created between the Strategic Plan and the projections in this document to ensure alignment.

APPRAISAL

Planning

A strength of planning at WMCC is the College's inclusion of many perspectives. Program development incorporates not only institutional research, as noted above, but also community outreach, which has been vital to the College in (1) planning for new programs, (2) expanding programs, or (3) terminating a course, certificate, or program. Each fall, academic programs (with few exceptions, such as Interdisciplinary Studies) meet with their respective Advisory Committees, which include business owners, industry specialists, city officials, administrators,

and members of the BOT, see Advisory Committee Membership by Program. These committees give feedback and make recommendations to faculty members within each program so that faculty can plan ahead (Advisory Minutes Accounting and Business 2017, etc.). Essentially, the purpose of this community involvement is to ensure that the programs offered at WMCC are best designed to meet current and ongoing employment demands within the community. During the last five years, several new programs have emerged as a result, including:

- Industrial Maintenance/Millwright (http://www.wmcc.edu/academics/certificate-programs/introduction-industrial-maintenancemillwright)
- Health and Wellness Coach (http://www.wmcc.edu/academics/health-and-wellness-coach-certificate)
- the non-credit Licensed Nursing Assistant and Medication Nursing Assistant Grant Program (www.wmcc.edu/workforce-development/potential-workforce-and-non-credit-course-offerings)

Seeking many perspectives was also key to creating the Strategic Plan. Staff, faculty, Advisory Committee members, current students, and alumni worked together on the plan over a period of four years. The College solicited input at each stage of the process and used that input to improve the Strategic Plan. The posters of the current Strategic Plan pillars and their components, which are displayed at the Academic Centers and in Berlin, help to maintain awareness. The teams working on each pillar represent diverse departments across the College.

During the years when the Strategic Plan was under development, WMCC still engaged in extensive planning to remain an attractive option for students seeking quality post-secondary education at an affordable price. For example, in 2012 the incoming Chancellor systematically examined the rates at which high school graduates went on to college, using data furnished by the New Hampshire Department of Education. WMCC's Institutional Researcher mapped these data. The resulting map revealed that Carroll County (centered about fifty miles south of Berlin) had low and declining rates of high school students going to college. (See Impact of North Conway Academic Center.) On the basis of these data, the Chancellor recommended that WMCC offer increased college access for students living in Carroll County, many of whom were too far from Berlin and Littleton for a reasonable commute.

In response to the Chancellor's recommendation, the College's Leadership Team set plans in motion to lease property in North Conway to accommodate potential students living in and around the area. Given the success of the Littleton Academic Center, as well as the unsuccessful results of a former site in Conway (see Standards Five and Seven), the College's Leadership Team decided to lease a property centrally located in North Conway Village and to work with the town to create more visible signage. Then, at minimal cost to WMCC, the College's Physical Plant and IT staff did extensive renovations, which included creating a laboratory, seminar space, and well-equipped "smart" classrooms.

In late August 2016, WMCC began to offer courses at this new site, with enrollment numbers increasing ever since. Indeed, this focused, short-term planning approach has yielded positive results. The North Conway Academic Center continues to grow (see Workroom), benefitting not only the College financially but also out-of-town students who have taken advantage of this new

location. The College went from enrolling sixty-two students from Carroll County in fall 2015 to 111 in fall 2017. In fall 2018, the North Conway Academic Center expanded its footprint to accommodate the College's new Veterinary Assistant Certificate (see Financial Analysis Vet Asst Program and http://www.wmcc.edu/ academics/veterinary-assistant-certificate).

The emergence of the North Conway Academic Center is typical of WMCC's focused, short-term planning approach, revealing a commitment to thoughtful, constructive, well-conceived planning. Such planning takes into account the following considerations:

- That the impetus for any project is consistent with the College mission: to increase access to higher education for students in underserved rural areas.
- That the project promises to be financially tenable.
- That the planning process happens through ongoing conversations by the College's Leadership Team in their weekly meetings.
- That the President presents the plan to the BOT for approval.
- That the College implements the plan using internal resources whenever possible to keep costs low.

WMCC's online course offerings reflect another major initiative that illustrates the way the College successfully developed and implemented plans before its Strategic Plan was in place. In 2014, the idea of expanding the College's existing online course offerings was discussed during a faculty meeting. In accordance with the College's mission, the justification was to reach a broader student base, including students for whom "access" means not only reasonable proximity to the College but also flexibility in class time. Faculty originally expressed concerns, arguing that the on-campus student population would decrease because of this expansion. These concerns never materialized; rather, by adding more online courses and offering some certificates and degrees entirely online, enrollment grew during a time when enrollment declined at community colleges nationally. WMCC's 2015 application to NEASC/CIHE for a Substantive Change for 100% Online Degrees can be found in the Workroom (see Substantive_Change_ONLINE_ 2015). Assessment of WMCC's online offerings is taken up in Standards Four and Eight.

Evaluation

WMCC regularly evaluates how it fulfills its purpose and mission, and several developments have emerged as a result. The College's expansion of online offerings and the creation of the North Conway Academic Center allow the College to provide educational opportunities to students who may not otherwise have sought them because of the inconvenience of traveling to Berlin. Also, for the sake of regional educational access, WMCC has taken advantage of the System-wide "Fifty Mile Radius" initiative since 2015, enabling students who live in bordering states to attend WMCC at in-state tuition rates, provided they live within fifty miles of any of the College's onsite locations. This initiative has thereby created an affordable option for many residents in Maine and Vermont (see Standard Five). The College monitors all three of these initiatives to determine the impact they have on enrollment from students who come from different geographic regions.

Equally essential to WMCC's mission is for the College to provide robust, relevant program offerings. For this reason, Academic Program Review is an important part of planning at WMCC. All of the academic departments have gone through the review process (see electronic Workroom). The process of preparing these reviews has highlighted strengths and areas to improve. On the positive side, programs that require separate reviews by external accrediting agencies (e.g., Medical Assistant, Automotive Technology) can use the results of their academic program reviews to prepare for their specialized accreditations. However, the Department Chairs involved in writing the reviews have found the process deficient in several ways. For example, their reviews do not produce the type of feedback necessary to improve academic programs or guide resource allocation. Furthermore, the current review process contains gaps: for one, it overlooks the degree to which General Education requirements serve each program. It also neglects cross-functional conversations between faculty and Admissions or between the Academic Success Center (ASC) and the faculty who teach General Education courses. In short, for programs to serve students more effectively, the College needs to create a culture in which a broad-based sharing of ideas and perspectives exist.

To address these concerns, the College is exploring a new, more interactive five-year program review process (see Standard 4 Workroom document Academic Program Review Proposed New Format). In April 2017, the former STEM Chair presented this new model to Department Chairs, after having discussed it with the VPAA. The Chairs supported the new approach, and in spring 2018, the College conducted a pilot application on the IT program. The pilot revealed that some changes are still needed, but the new process is well on its way. The Chairs are considering conducting these reviews by individual program, rather than by department or Academic Focus Area (AFA), to make each review more manageable. In spring 2018, the Associate VPAA strengthened the annual review process, enabling each program to collect yearly data that will inform the five-year review cycle.

Central to any program review and to the assessment of WMCC's success in achieving its mission are student outcomes. WMCC reports student data on retention and completion to the National Center of Educational Statistics through IPEDS. The CCSNH Chief Operating Officer has been working with College Registrars, Institutional Researchers at the various colleges, and System IT to streamline the process and improve the accuracy of IPEDS reporting. At some CCSNH colleges, including WMCC, IPEDS oversight has shifted from the Registrar's Office to Institutional Research, an office better equipped to validate Banner reports by external means. As further support for all of the colleges, the Chancellor's Office recently hired a Data Warehousing and Analytics Manager who facilitates collaboration around IPEDS processes. The College has also developed the capacity to draw data from IPEDS for the purpose of providing context for the retention and graduation rates that the College reports, data that include comparisons with other CCSNH colleges, as well as two-year public colleges in New England. Through these various changes, WMCC became aware of problems in past IPEDS reports. Where the College detected errors, it used the IPEDS Prior Year Revision system to correct what could be corrected. Nevertheless, inconsistencies remain. The changes at WMCC (and at CCSNH as a whole) in how IPEDS reporting is supported and monitored should increase accuracy.

During the past four years, IPEDS metrics have expanded in ways that make them more appropriate for community colleges. Traditionally, IPEDS focused on the success of students

who start college F/T in the fall semester, with particular interest in those who have never attended higher education elsewhere: the "first-time, full-time students." A small minority of students at WMCC, as at many community colleges, meet all of these criteria. Hence, during WMCC's five-year interim review in 2013, the College explored alternative approaches to understanding retention and graduation, largely under the umbrella of the "Maryland Model" (see Workroom for Maryland Model Presentation 2014 and Maryland Model Style Outcomes WMCC 2014). Many of the characteristics of the Maryland Model have since been incorporated into IPEDS with the new "Outcomes Measures" survey. Launched during the 2015-2016 IPEDS data collection cycle, Outcomes Measures (1) attends to students who are P/T and to those who transfer from one college to another, (2) respects transfer as a positive student outcome, and (3) provides longer time frames for students to complete their degree, as befits P/T students. These are the data summarized in the bottom half of Data-First Form 8.1. In addition, other IPEDS surveys request data on P/T students more systematically than they did five or ten years ago, and some surveys have separated out the outcomes of Pell recipients. Because of these improvements, WMCC now finds that IPEDS reporting appropriately reflects the types of students the College serves.

WMCC has also developed the capacity to access data from the National Student Clearinghouse. Prior to hiring an Institutional Researcher (P/T in 2012, then F/T in 2014), the College's interaction with the National Student Clearinghouse was a one-way street: the College provided student data (on enrollment, graduation, and the like), while Clearinghouse provided little, if any, in return. Viewing transfer-out as a positive student outcome required this interaction to change. WMCC now requests reports on the enrollment activity of alumni as well as of students who left the College before completing. The College has also employed National Student Clearinghouse data to improve its understanding of prospective students who appear ready to attend WMCC at the start of the summer but do not attend in the fall (the "summer melt" phenomenon). Recently, WMCC began working with other CCSNH colleges using National Student Clearinghouse data to develop a procedure for validating new students' entry status as either first-time or transfer-in.

Progress in tracking alumni employment outcomes has been more challenging. While the graduation day survey has a high rate of return, few students can confirm that they have established employment at that time. The alumni surveys at six and eighteen months after graduation provide a better perspective on employment outcomes, but return rates are generally low. Experimenting with electronic surveys, "heads up" postcards arriving ahead of the survey, and other strategies have yielded little improvement. CCSNH purchased a product from EMSI designed to locate and consolidate individual alumni employment information available on the internet (through LinkedIn, publicly available résumés, company announcements of staffing changes, and the like), but with this tool, the number of alumni located with positions *after* completing their program is very small. Program faculty are often aware of the employment outcomes of students, through program surveys and professional networks, but these data are not collected systematically. Furthermore, the College has lacked a database for alumni outcomes, which would allow these data to be stored centrally, to be updated by a variety of users, and to be matched with student records held by the College. As of this writing, CCSNH has purchased the Raiser's Edge software to address this need; implementation is expected in fall 2018.

Finally, over the past three years, several datasets have been released that provide information

about the impact of the College on employment and economic outcomes. The impact of specific certificate programs is tracked by Gainful Employment, which in 2017 released summary data on programs that were sufficiently large for analysis, including aggregated income and debt information. At WMCC, the Advanced Welding Technology Certificate and the Medical Assistant Certificate met the Gainful Employment thresholds. This national dataset also allowed the College to benchmark the earnings and indebtedness of its graduates, as discussed in Gainful Employment Gives Back internal 2017. At the institutional level, WMCC attends to national datasets that have reported on economic outcomes for those who have attended WMCC, regardless of whether they graduated. These datasets include the College Scorecard, which reports income on students the years after they started at WMCC, and the New York Times Social Mobility Index. The College attends to these broad datasets in planning (see Standard Eight for more detail).

PROJECTIONS

To improve planning and evaluation, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will review the Strategic Plan annually using financial and institutional research data with input from all employees through a committee structure and update as necessary to attain sustainability.	Strategic Plan Team Leader/The College's Leadership Team	Annually
WMCC will further commit itself to recruitment efforts, increase online offerings and presence, and develop further incentives (such as the Fifty Mile Radius Initiative) in accordance with enrollment management planning.	VPSA/ Admissions Office	Monthly Meetings for planning
WMCC will create a database for alumni information that can be used for institutional and program assessment.	Institutional Researcher	2019
WMCC will create a plan for Program Review based on a periodic cycle.	Academic Affairs	AY 2018-2019

Standard 2: Planning and Evaluation

PLANNING

	Year approved by BOT		Effective Dates	Website location
Strategic Plans				
Immediately prior Strategic Plan	N/A			
Current Strategic Plan	Seeking approval by the BOT at an upcoming meeting.		2018-2023	http://www.wmcc.edu/sites/default/files/content/documents/WMCC%20Strategic%20Plan%202018-2023%2031218.pdf
Next Strategic Plan	2023			https://www.wmcc.edu/sites/default/files/content/documents/strategic-plan-executive-summary.pdf

	Year completed		Effective Dates	Website location
Other institution-wide plans				
Master plan				See physical workroom.
Academic plan	N/A			
Financial plan	See physical workroom for both the FY19 budget and the five-year budget plan.			
Technology plan				See physical workroom.
Enrollment plan				See physical workroom.
Development plan	N/A			
Plans for major units (e.g., departments, library)				
N/A				

EVALUATION

	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	See electronic workroom.
Program review schedule	Every five years.
Sample program review reports	
Allied Health, Nursing, Commerce & Industry,	See electronic workroom.
Education & Liberal Arts, Applied Technology	See electronic workroom.

Other significant institutional studies (Name and web location)	Date
Additional Site at North Conway Academic Center, see physical workroom	Spring 2018
SWOT Analysis, see physical workroom	2/19/2014

NOTES: Updated GT 1/23/2017.08/03/18: Added info for the Strategic Plan and Strategic Plan Summary. Updates to Financial, Enrollment and Technology plans. Info on Additional site at NCAC, SWOT Analysis, Scorecards and Academic Program Reviews. Finalized 8/15/2018

DFF 2.1

DESCRIPTION

Governing Board

In 2007, the New Hampshire legislature established CCSNH as a body corporate and politic, a self-governing entity under its Board of Trustees (BOT), thereby ending CCSNH's tenure as a New Hampshire State agency. This change affected all seven CCSNH colleges: Great Bay Community College, Lakes Region Community College, Manchester Community College, Nashua Community College, NHTI – Concord's Community College, River Valley Community College, and WMCC. (See the Legal Authority to Grant Degrees document in the electronic Workroom.)

These seven community colleges are independently accredited through NEASC. CCSNH as a system is governed by the BOT, which consists of twenty-three voting members appointed by the Governor and confirmed by the Executive Council. By statute, trustees represent business and industry, health services, labor, law enforcement, technology, education, community service, high school career and technical directors, students, staff, alumni, and the general public. *Ex-officio* members include the Governor of New Hampshire, the presidents of each community college, the CCSNH Chancellor, the CCSNH Chief Operating Officer, the Commissioner of New Hampshire Business and Economic Affairs, the Commissioner of the New Hampshire Department of Education, and the Commissioner of the New Hampshire Department of Employment Security.

The purpose and function of the BOT, as outlined in the CCSNH bylaws (https://www.ccsnh.edu/sites/default/files/content/documents/Board%20Policy-%20100-%20Bylaws-%2005%2005%2017.pdf), include controlling all the property and affairs of CCSNH: its colleges, divisions, and departments. Any changes to the bylaws are communicated to the presidents of each of the seven community colleges and are then forwarded to faculty and staff. These bylaws establish the authority and responsibility of the BOT and appear on the CCSNH website, as do BOT policies regarding operations, administration, and governance.

The BOT charges the System Leadership Team, the Chancellor's Office, and the administration and faculty of each community college with developing academic policies (including academic standards and graduation requirements), as well as financial planning (including proposals for the capital and operating budgets), to be submitted back to the BOT. In addition, the BOT authorizes all seven community colleges to seek accreditation, to maintain membership in NEASC/CIHE, and to satisfy the requirements for federal financial aid. BOT policies make the Chancellor's Office and each college administration responsible for the continued success and advancement of CCSNH across all major functional areas. BOT policies clearly state the roles of both the Chancellor's Office and the seven community college administrations in attaining these outcomes, which include their overseeing the responsibilities of faculty and staff.

To remain updated on the affairs of each of the seven community colleges and to maintain good

communications, the BOT meets on a bimonthly basis. By rule, they meet no less than once every three months (see Article 3.5 of the bylaws). The BOT Chair can call emergency meetings at will or upon the written request of any board member. Through these meetings, the BOT oversees the seven community colleges and reviews the overall effectiveness of each. With the exception of executive sessions, BOT meetings are open to communities of interest. Minutes are made public – see Data-First Form 3.1 – and a summary is emailed to all staff and faculty. Trustees have no personal financial interest at any of the seven community colleges. The BOT also maintains and revises the Policy Manual. Any amendment it approves is included in the minutes and sent electronically to all CCSNH employees.

To ensure the BOT is fulfilling its obligations and responsibilities, it conducts a biannual self-evaluation through a survey given to its voting and non-voting members. The Governance Committee designs, administers, and analyzes these data and shares the results with the BOT and Chancellor. It then offers strategies to improve the BOT's effectiveness and performance. Meanwhile, the Chancellor composes an annual report for stakeholders that summarizes the achievements of the past year and describes the progress made toward five-year objectives.

The BOT appoints the Chancellor of CCSNH to serve as the Chief Executive Officer of the System, the chief spokesperson for CCSNH, and the primary liaison between CCSNH and state government. The Chancellor, in turn, ensures CCSNH meets its statutory obligation to "operate as a well-coordinated system of public community college education" (see RSA188-F). To assist in day-to-day operations, the Chancellor nominates the Chief Operating Officer, whom the BOT must approve. The Chief Operating Officer oversees all aspects of academic and student affairs within CCSNH, including enrollment management (e.g. financial aid, scholarships, and retention), technology, auditing, and compliance. In addition to nominating the Chief Operating Officer, the Chancellor recommends potential presidents to the BOT, while the BOT appoints each president of the seven community colleges, who are responsible for all employees and operational affairs at their respective colleges. To ensure that the Chancellor fulfills the duties and responsibilities of the position, the Executive Committee (one of nine committees in the BOT) performs an annual performance evaluation.

For the purpose of efficiency, CCSNH has nine standing committees (see Appendix 3.1A bylaws).

1. Executive
2. Finance
3. Audit
4. Academic and Student Affairs and Workforce Development
5. Human Resources (HR)
6. Facilities and Capital Budget
7. Governance
8. Marketing
9. Safety and Risk Management

Of these nine, the Facilities and Capital Budget Committee works with the Finance Committee to review the budget for each college, which they send to the BOT for approval and then to the

legislature, who vote to approve CCSNH's overall allocation (see Standard Two). After the legislature's vote of approval, each college president and Chief Business Affairs Officer (CBAO) manage the budget for their respective college. Most committees meet regularly; others meet a minimum of three times per calendar year.

In short, the BOT is at the head of CCSNH's Administrative Organizational Chart. The BOT delegates responsibilities to the Chancellor, who oversees each of the seven community college presidents, who, in turn, have VPAAs and VPSAs who meet monthly with a president and the Chief Operating Officer (information from these meetings can likewise be found on the CCSNH website). At WMCC, the BOT maintains channels of communication through WMCC's President, CSSNH's Chief Operating Officer, and the Chancellor. This communication is then passed down to faculty and staff through all-campus meetings. To ensure the President of WMCC is performing in the best interest of the College, the Chancellor conducts an annual performance evaluation.

Internal Governance

WMCC's internal governance system is designed to provide a structure that enables effective and efficient communication among the College's faculty, staff, students, and administration. Its primary purpose is to provide students with the highest level of technical, academic, and professional preparation. It is a system that generates policies on curricula, academic standards, registration, orientation, graduation procedures, departmental budget allocations, and activities involving recruitment and retention. It is also designed to foster College-wide participation in decision making that relates to the College's values and mission.

Since 2013, the structure of academic departments and programs has been reorganized twice. (See Data-First Form 6.4 for details.) In May 2018, the President announced the most recent change in the College's academic organizational structure with implementation beginning in fall 2018. The catalyst for this change was the need to align the College's new Academic Focus Areas (AFAs) with the System's Complete College America (CCA) initiative, which strives to close achievement gaps and increase graduation rates (see Standard One). Accordingly, the President appointed one Chair for each of the seven AFAs so that there are now seven academic Chairs when there used to be five. As of fall 2018, the academic organizational structure begins with these seven Chairs at the top. Meanwhile, each AFA consists of a number of programs (as designated by the System VPAAs), each of which is assigned a Program Coordinator who reports directly to his or her AFA Chair.

Internal governance, however, is much broader than WMCC's academic organizational structure. As mentioned above, the Chancellor oversees WMCC's President, who in turn oversees the College's Leadership Team, the faculty, and the staff. The President is also responsible for fiscal management, vision setting, and community relations. Below the President (and under the President's guidance) is the College's Leadership Team, who discuss, evaluate, and make decisions regarding the College community as a whole. This Team consists of the President, the VPAA (i.e. the Chief Academic Officer), the Associate VPAA, the VPSA (i.e. the Chief Student Affairs Officer), the HR Officer, the Director of the Academic Centers, and the CBAO, all of whom make and support decisions related to affordability and accessibility. (See the

Organizational Charts for faculty and staff in the electronic Workroom.) Like the President, the College's Leadership Team also oversees faculty and staff, as well as the Littleton and North Conway Academic Centers (see Data First Form 3.2). In addition, the College has sixteen standing committees (see the document Committees at WMCC: A History). They address College concerns, needs, and initiatives and facilitate the exchange of information among administrators, faculty, staff, and students.

According to BOT policy (Section 600-630: Curriculum), each CCSNH college is responsible for its own curriculum. At WMCC, the VPAA oversees the curriculum, a charge that entails overseeing all faculty, all academic programs and departments (including continuing education), and all off-campus locations, including the two Academic Centers in Littleton and North Conway. The VPAA also oversees the Chairs of both the Alternative Delivery Committee and the Curriculum Committee. Regarding the latter, Department Chairs and Program Coordinators submit program and course proposals (generally based on industry needs and evidence of worth) to the Curriculum Committee, who either deny or grant the proposal. The Curriculum Committee consists of eight voting members: four faculty members (constituting a majority), two members of the College's Leadership Team, one staff member, and the VPAA. The Chair of the Curriculum Committee is a faculty member.

In addition to these standing committees, the College has the Faculty Senate, the Staff Networking Group, and the Student Senate. The Faculty Senate meets semiannually (or as needed) and has a strong voice on College policy and operations. It consists of all F/T faculty. The Staff Networking Group is open to all F/T and P/T staff (and any other interested employees). It meets monthly and shares information among departments. Finally, the Student Senate consists of two student-body members from each program (elected by their peers), one faculty member, and one staff member (the latter two overseeing meetings and activities). These meetings are held at least three times a month during the fall and spring semesters to plan activities. All activities must be student oriented or community based. They include dinners, outings, "fun" weeks, and "giveaways" in which sweatshirts, backpacks, and such have been given away to those who participate.

Besides the Student Senate, there are other clubs and organizations that provide opportunities for student governance, giving students the chance to develop skills and experience outside of the classroom. One such body is the Phi Theta Kappa Honor Society. This society is open to candidates who have completed a minimum of twelve credits and have a 3.5 grade point average. To remain in good standing, members must maintain a 3.2 grade point average. One faculty member, one staff member, and the Phi Theta Kappa Honor Society president (elected by the society) oversee membership. Meetings are held monthly. The Phi Theta Kappa Honor Society is designed to maintain and perpetuate the qualities of scholarship, leadership, service, and fellowship. As for other opportunities for student governance, these include the WMCC Judicial Committee (which has four students elected by the Student Senate), the College Advisory Committee (which includes the Student Senate president), and *ad hoc* committees when the occasions arise.

APPRAISAL

Governing Board

As alluded to above, the BOT meets every other month, rotating its meetings among the seven community colleges. For meeting schedules, agendas, and minutes, see the CCSNH website. At WMCC, these meetings have allowed WMCC faculty and staff to speak personally and publicly with trustees to express favor with or concern about BOT policies. Most trustees seem genuinely interested in this feedback.

CCSNH fully intends to remain a self-governing body with seven community colleges under its BOT. Because very few members of the College's Leadership Team, faculty, and staff held their positions prior to 2007 (when CCSNH was a state agency), it is hard to assess the impact that CCSNH's restructuring has had on WMCC. One helpful perspective on the restructuring comes through a recent audit of CCSNH, which was conducted by the Office of the New Hampshire Legislative Budget Assistant (LBA), in accordance with generally accepted government auditing standards.

Upon completion, the LBA Audit Committee released the Performance Audit Report August 2017, which appears in the electronic Workroom. The report found that CCSNH structures and policies have not adequately replaced all of those lost when the colleges separated from the state. Twenty-nine items were identified as needing improvement, including the administration of all seven community colleges, financial operations, IT management, and the relationship between CCSNH and the Community Colleges of New Hampshire Foundation. The LBA Audit Committee gave examples of its findings and made recommendations to the BOT and Chancellor. In almost every case, the BOT and Chancellor concurred with these findings, responding with a list of detailed steps that have been taken or will be taken to address the issues; these are also presented in the report. Following the release of the report, the Chancellor and CCSNH's Internal Auditor met with faculty and staff at each campus to discuss the findings. (For further information on the LBA audit, see Standard Seven).

Internal Governance

Within WMCC's internal governance structure, faculty and staff are aware of their duties and roles. Supplemental Job Descriptions (SJDs) for all faculty and staff are located in the HR Office and are given to every employee upon hire and during his or her evaluation for review. (Sample SJDs can be found in the electronic Workroom, under Standard Six.) The SJDs include academic-degree and work-experience qualifications, which, for consistency, are System wide. The VPAA and the College's HR Officer ensure that candidates for faculty and academic staff positions comply with state and federal mandates and possess the minimum requirements for their positions. Furthermore, the VPAA assesses each candidate to ensure he or she is not only qualified for the position but a good fit. To make sure all faculty and staff meet their responsibilities, the College has a system in place to review and evaluate them on a regular basis. To ensure faculty and staff are fulfilling the College's mission and purpose, the President identifies and assesses yearly trends using data gathered by the Institutional Researcher, trends in graduation rates, retention rates, number of degrees awarded, years to complete a degree, as well

as trends in the needs of local industries.

To be sure, WMCC's faculty and staff serve the students well (see Standard Eight for details). Indeed, WMCC often has among the highest completion rates among all community colleges in New England. Still, the high number of F/T faculty layoffs in AY 2014-2015 (see Standard Six) has broadened the responsibilities of those who remain, thereby reducing the amount of time they can devote to internal governance. In August 2017, the College took action by hiring a F/T English Professor and Liberal Arts Chair, along with five P/T Program Coordinators (see Standard Four). Moreover, as of summer 2018, the College began searching and hired a P/T Program Coordinator in IT, as well as a F/T AFA Chair of Education, Social and Behavioral Science. It is too early to state whether these additions will enable faculty to devote more time to internal governance, but the College is moving in the right direction: identifying a need and taking appropriate action, ever mindful of budgetary constraints.

One area that constitutes the foundation for strong internal governance is communication among all constituents. During the previous President's tenure, WMCC had the College Coordinating Council, whose membership consisted of the College's Leadership Team, the Director of the Littleton Academic Center, the Director of Library Services, two elected faculty members, and two elected staff members. Through feedback from this Council, the College periodically reviewed its organizational structure and system of governance. This group typically met once each semester to discuss policy and operational issues and to keep communication open among all constituents. The employee representatives were charged with bringing concerns and questions forward to the Council on behalf of their peers and with bringing information from these meetings back to their respective peer groups. The previous President disbanded the Council in 2016, believing it more efficient to hold monthly meetings open to all employees so that everyone receives the same information at the same time from the same source, something the current President has maintained.

Recognizing that communication is the foundation of strong governance, the current President (promoted from Interim President to President in February 2018) continues to hold All College Meetings in August and January—formal meetings concerning the state of the College and its future outlook—and, in the spirit of transparency, has instituted monthly "College Conversations" for all faculty and staff. During these Conversations, employees ask questions about policy, operational changes, financial conditions, and institutional plans. These College Conversations, held once a month on Friday, are voluntary. For those unable to attend, meetings are videotaped. Adjunct faculty and P/T staff, though welcomed, are rarely present. Nevertheless, the purpose of these Conversations is to improve communication, to promote transparency, to encourage open discussion on institutional matters and concerns, and to engage faculty and staff more fully in processes, policies, and decision making. The current President, likewise, maintains an open-door policy and welcomes faculty, staff, and students to discuss institutional matters and concerns.

A concern related to internal governance is WMCC's standing committees. (See Committee Assignments.) At the beginning of each academic year, all employees receive an email indicating committee membership. A list of committee members is also posted on the College's LMS, with an area to post committee minutes and other pertinent information, as well. A problem arises

because many committees have not kept up with these postings, making it difficult for employees to find current information or even to know if certain committees remain active or not. The Alternative Delivery Committee is a case in point. Although resurrected in spring 2018, without prior minutes being available, any policies and procedures it discussed at meetings to safeguard the integrity of the courses it monitors risk being lost or forgotten. Indeed, without committee minutes in general, the committee structure is compromised, often making it difficult to ascertain what each committee is accomplishing.

The Curriculum Committee is another case in point. Up until spring 2018, it had met regularly once a year to approve new or modified academic courses and programs. Its purpose is likewise to develop and maintain policies and procedures to safeguard academic integrity. Like other standing committees, it hasn't posted minutes on the LMS. Besides that, the Curriculum Committee faces another challenge. Before spring 2018, these meetings occurred once every fall, an arrangement that worked well insofar as committee members remain committed to the College's mission to provide quality education to its students. On the other hand, meeting once a year presents its own set of difficulties. During fall 2017, because of new initiatives related to CCA and articulation agreements with the University System of New Hampshire (USNH), the Curriculum Committee received so many proposed changes that it had to convene three times in the course of three weeks. In spring 2018, as a way to manage its charge more effectively, the Curriculum Committee agreed to meet once a month through the academic year, testament to the fact that once a problem is identified, the College, or members of the community, take appropriate action (for further details related to Curriculum Committee, see Standard Four).

The absence of posted minutes is not exclusive to standing committees. In order to keep academic programs and support areas running efficiently, the VPAA meets monthly with Department Chairs and Program Coordinators, who communicate the information discussed at these meetings to the members of faculty they supervise. (See Department Chair/Program Coordinator Minutes.) Once again, although there is a system in place, the last minutes posted on the LMS, as of this writing, are dated August 2009. The fact that WMCC has multiple locations only increases its challenges in communication. Even though communicating information to members on the Berlin campus is relatively easy, communicating it to members of faculty who teach online or to adjunct faculty who teach at the two Academic Centers is a challenge. One solution is for the College to use online video conferencing, but such a solution is easier said than done. Part of the problem for adjuncts relates to compensation. Online video conferencing takes time for which adjuncts are not paid.

As for the Faculty Senate's role in internal governance, in 2014 this body was instrumental in the College's decision to replace the former President's predecessor, a decision that initiated this former President's tenure, first as interim President and then as President. Since that time, the Faculty Senate has been relatively dormant, the loss of eight F/T faculty in AY 2014-2015 offering some explanation. The Faculty Senate was simply not able to field a quorum because of limited numbers. On a positive note, the Faculty Senate did meet twice during AY 2017-2018 (according to its mandate in the bylaws), an indication that it is once again taking seriously its responsibilities, embracing the potential impact it can have on policy, practice, and procedure.

The Faculty Senate's reemergence is the result of several factors, not the least of which are the

departures of the VPAA and the VPAA's administrative assistant. Regarding the latter, this person retired in February 2018. To cover her responsibilities, the College shifted them to another position in Academic Affairs, a position added in June 2017. In addition, the College hired another P/T receptionist to assist with administrative tasks. Regarding the departure of the VPAA, the College is not yet ready to fill this position. Instead, it reviewed the VPAA's responsibilities and redistributed them to other members of the College's Leadership Team (see Organizational Charts in the Workroom). The Associate VPAA is now responsible for faculty and the day-to-day administration of Academic Affairs. The Associate VPAA also represents WMCC at System-wide VPAA meetings and serves as the faculty's voice at the College's Leadership Team meetings. The SJDs for the VPAA and the AVPAA appear in the Workroom.

Meanwhile, the former Director of the Littleton Academic Center is now the Director of both the Littleton and North Conway Academic Centers, an increase in responsibility that allows the Associate VPAA (relieved of the duty of overseeing the North Conway Academic Center) to focus on Academic Affairs. Moreover, the President works closely with the Associate VPAA on matters related to scheduling, planning, and overseeing faculty and often takes the lead on student complaints or compliance-related concerns. To strengthen the oversight and integrity of WMCC's academic programs even further, the College has hired (on a contractual basis) a former VPAA of NHTI, who works closely with the Associate VPAA and President throughout this transition. Clearly, the College is taking note of a genuine faculty concern—the loss of their VPAA—a concern raised in the last two Faculty Senate meetings. Insofar as the redistribution of the VPAA's responsibilities was recently implemented and insofar as these responsibilities are critical and generally designed for one individual, the College must observe, evaluate, and assess the effectiveness of this redistribution to ensure that those responsibilities described in the VPAA's job description are being performed adequately, efficiently, and judiciously.

This appraisal of internal governance would be remiss if it neglected to mention Student Senate. Participation in Student Senate is generally weak, many programs having only one or no members. Consequently, the Student Senate struggles to represent the interests of the entire student body. In recognition of this fact, the College has taken measures to address low student engagement, creating a new Student Senate advisor with support from Americorps Vista, which specializes in ways to enhance student engagement (see Standard Five).

In short, what should be abundantly clear in all of this appraisal is that, even though WMCC is faced with a number of challenges, these challenges are surmountable, especially given that WMCC consists of a loyal team of dedicated employees committed to student success and the College mission. What is abundantly clear is that this team is resilient and remains so, capable of identifying challenges, taking appropriate actions, and finding solutions.

PROJECTIONS

To strengthen WMCC's governance, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC's President, a member of the Audit Task Force, will ensure information regarding the LBA audit compliance is disseminated to the College's constituents.	The College President	Quarterly
WMCC will evaluate the effectiveness of Academic Affairs administration in the absence of a F/T VPAA through ongoing feedback and campus communication.	The College President	Monthly
WMCC will revise and streamline the committee structure to eliminate redundancy, obsolescence, and deficits and to improve internal governance. The College will also develop policies regarding committee expectations and requirements.	The College's Leadership Team	January 2019
WMCC's President will monitor and evaluate the effectiveness of various communication strategies in place for employee participation in shared governance by continually seeking input.	The College President	Monthly

Standard 3: Organization and Governance
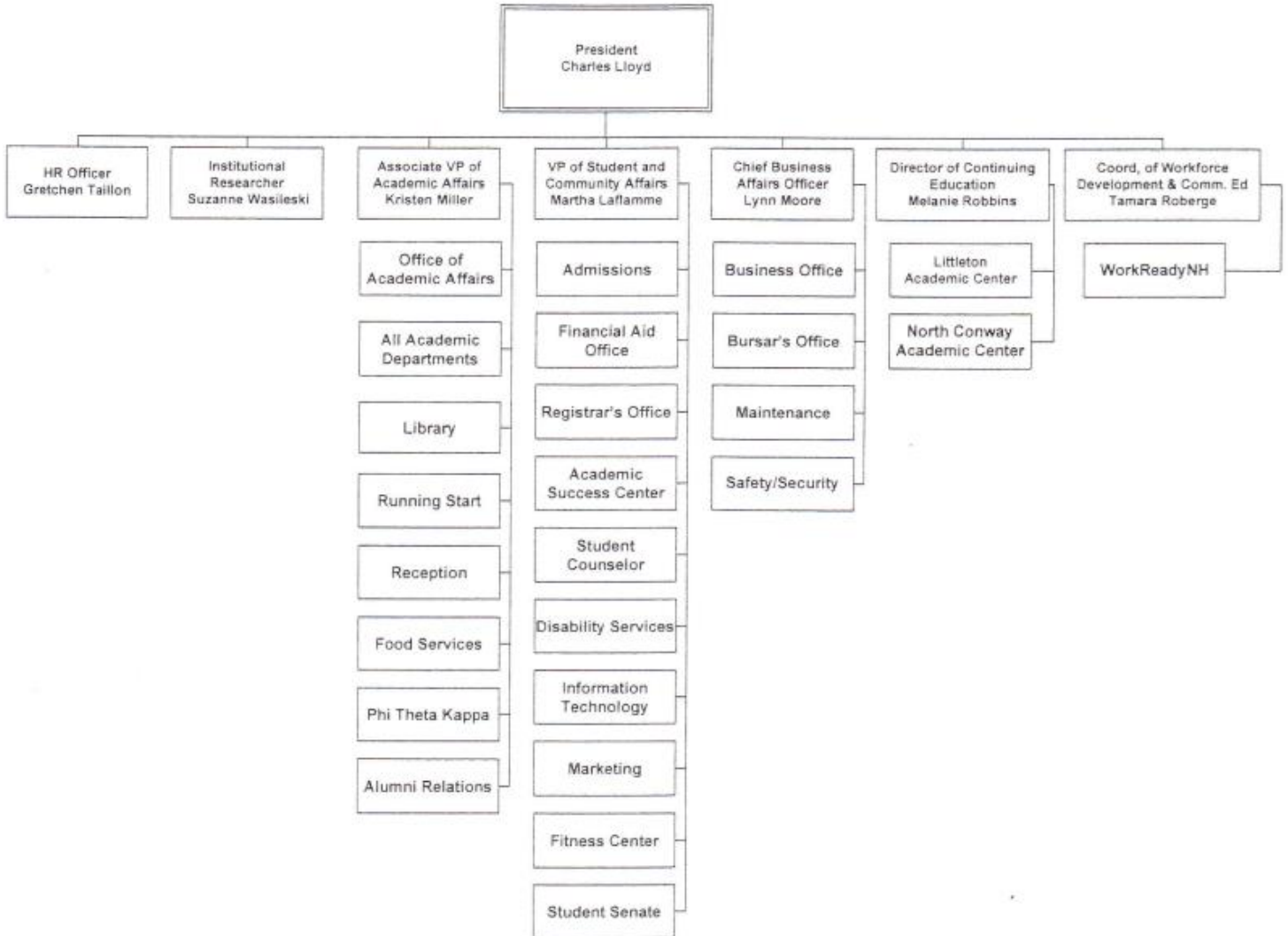## (Board and Internal Governance)

Attached:
- **1) A copy of the institution's organization chart(s)**
- **2) A copy of the by-laws and enabling legislation**

Name of the sponsoring entity	No sponsoring entity

Governing Board

	Website location
CCSNH Board of Trustees By-laws	http://www.ccsnh.edu/sites/default/files/content/documents/Board%20Policy-%20100%20Bylaws-%2012%2003%2015.pdf
Board members' names and affiliations	https://www.ccsnh.edu/about-ccsnh/board-trustees

Board committees	Website location or document name for meeting minutes
Academic & Student Affairs and Workforce Development	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Audit	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Executive	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Finance	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Facilities & Capital Budget	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Governance	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Human Resources	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Marketing	http://www.ccsnh.edu/board-trustees/meetings-and-minutes
Safety & risk Management	http://www.ccsnh.edu/board-trustees/meetings-and-minutes

Major institutional faculty committees or governance groups	Website location or document name for meeting minutes
Faculty Senate	Minutes not yet up on new LMS (Canvas)

Major institutional student committees or governance groups	Website location or document name for meeting minutes
Student Senate	Minutes not yet up on new LMS (Canvas)
Society	Minutes not yet up on new LMS (Canvas)

Other major institutional committees or governance groups	Website location or document name for meeting minutes
Academic Standing	Minutes not yet up on new LMS (Canvas)
Alternative Delivery*	* Canvas: Employee One Stop: Committees and Teams: Alternative Delivery
Alumni	Minutes not yet up on new LMS (Canvas)
Behavioral Intervention Team	Minutes not yet up on new LMS (Canvas)
Curriculum*	* Canvas: Employee One Stop: Committees and Teams: Curriculum Committee
Department Chairs*	* Minutes not yet up on new LMS (Canvas)
Enrollment Management	Minutes not yet up on new LMS (Canvas)
Equity*	* Canvas: Employee One Stop: Committees and Teams: Equity Committee
Events	Minutes not yet up on new LMS (Canvas)
Guided Pathways	Canvas Shell (new committee)
Judicial	Minutes not yet up on new LMS (Canvas)
Perkins	Minutes not yet up on new LMS (Canvas)
Professional Development*	* Canvas: Employee One Stop: Committees and Teams: Professional Dev
Safety	Canvas: Employee One Stop: Committees and Teams: Safety
Scholarship	Minutes not yet up on new LMS (Canvas)
Wellness	Canvas: Employee One Stop: Committees and Teams: Wellness

NOTES: At the time of this review, some committee minutes have been posted to the Employee One Stop Area on Canvas, the College's new LMS. The committee list updated 8/14/2018 per Leadership Team; reviewed committee minutes with GT 8/16/2018; form finalized 8/17/2018 SW.   The Site Visit Team will have access to Canvas only when they are onsite; the College cannot readily provide access to Canvas for the Team.   * Minutes for the FIVE committees indicated with an asterisk are posted in the electronic Workroom, which is available to the Site Team at any time.

DFF 3.1

WMCC Organizational Chart

President
Charles Lloyd

HR Officer
Gretchen Taillon

Institutional Researcher
Suzanne Wasileski

Associate VP of Academic Affairs
Kristen Miller
- Office of Academic Affairs
- All Academic Departments
- Library
- Running Start
- Reception
- Food Services
- Phi Theta Kappa
- Alumni Relations

VP of Student and Community Affairs
Martha Laflamme
- Admissions
- Financial Aid Office
- Registrar's Office
- Academic Success Center
- Student Counselor
- Disability Services
- Information Technology
- Marketing
- Fitness Center
- Student Senate

Chief Business Affairs Officer
Lynn Moore
- Business Office
- Bursar's Office
- Maintenance
- Safety/Security

Director of Continuing Education
Melanie Robbins
- Littleton Academic Center
- North Conway Academic Center

Coord. of Workforce Development & Comm. Ed
Tamara Roberge
- WorkReadyNH

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE

Section: BOT 100 – Statutory Authority/ By-Laws	Date Approved: December 20, 2007 Effective Date: October 4, 2012 Amended Date: December 3, 2015

110   Statutory Authority (RSA 188-F)

188-F:1 Community College System of New Hampshire Established. The Community College System of New Hampshire is hereby established and made a body politic and corporate, the main purpose of which shall be to provide a well-coordinated system of public community college education offering, as a primary mission, technical programs to prepare students for technical careers as well as general, professional, and transfer programs, and certificate and short term training programs which serve the needs of the state and the nation. The colleges of the Community College System of New Hampshire are authorized to grant and confer in the name of the colleges all such degrees, literary titles, honors, and distinctions as other community colleges may of right do. The Community College System of New Hampshire shall include, but is not limited to, colleges in Berlin, Claremont, Concord, Laconia, Manchester, Nashua, and Portsmouth.

188-F:1-a Transfer. All functions, powers, duties, books, papers, records, and property of every kind, tangible and intangible, real and personal, heretofore possessed, controlled, or used by the former department of regional community-technical colleges are hereby transferred to and vested in the board of trustees of the community college system of New Hampshire established in RSA 188-F:4. Nothing in this section shall transfer property of the McAuliffe-Shepard discovery center or the police standards and training council.

188-F:2 Governance. The Community College System of New Hampshire shall be governed by a single board of trustees which shall be its policy-making and operational authority. The board of trustees shall be responsible for ensuring that the colleges operate as a well coordinated system of public community college education.

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120   By-Laws

ARTICLE I
Name, Purpose, Location and Seal

Section 1.   Name. The name of the Organization shall be the Community College System of New Hampshire (hereinafter referred to as the Organization), under which name its business and affairs shall be conducted in accordance with its articles.

Section 2.   Purposes. The Organization shall be established and made a body politic and corporate, the main purpose of which shall be to provide a well-coordinated system of public community college education offering as a primary mission, technical programs to prepare students for technical careers as well as general, professional, and transfer programs, and certificate and short term training programs which serve the needs of the state and the nation. (RSA 188-F:1)

Section 3.   Location. The location of the principal office of the Organization shall be 26 College Dr., Concord, NH 03031, unless otherwise designated by the Organization Board of Trustees.

Section 4.   Seal. The Seal of the Organization shall be in a form determined by the Board of Trustees and may be changed from time to time at pleasure, but shall always include the words: "Community College System of New Hampshire."

ARTICLE II
Organization of the Board of Trustees (RSA 188-F:4)
(36 members: 13 non-voting, 2 voting students,
21 voting appointed by Governor/Council)

Section 1.   Membership and Terms

188-F:4 Board of Trustees; Community College System of New Hampshire. The governance of the Community College System of New Hampshire shall be vested in a single board of trustees composed as follows:

I. The governor, the chancellor and the vice-chancellor of the Community College System, the president of each college within the Community College System, and the commissioners of the departments of resources and economic development, employment security, and education, all of whom shall be nonvoting members.

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II. The following voting members who shall be appointed by the governor with the advice and consent of the council:

(a) Four members from the fields of business and industry.

(b) One member who shall be a high school vocational/technical education director.

(c) One member who shall be an alumnus of one of the colleges within the Community College System.

(d) One member from the field of education.

(e) One member from the health care profession.

(f) Two members from the building or mechanical trades who represent labor.

(g) One member from the community service sector.

(h) One member from the law enforcement community.

(i) Eight members from the general public.

(j) Two members who shall be New Hampshire residents and who are full-time students enrolled in one of the colleges within the Community College System. The student trustees shall be voted from the colleges within the Community College System of New Hampshire locations proceeding in alphabetical order and shall be elected by the student body of the campus responsible for providing the student trustee. The student trustees shall serve a one-year term commencing June 1 of the year for which the student was elected and ending May 31 of the next year. In the event that a student trustee ceases for any reason to attend the school from which the student was elected, the chancellor of the Community College System of New Hampshire shall declare a vacancy in that student trustee position, and the next school in order shall elect the student trustee who shall serve for the remainder of the predecessor's term and an additional one-year term immediately thereafter.

(k) One member from the technology sector.

III.(a) The terms of office for appointed and elected members, except for the student members, shall be 4 years unless otherwise specified in this section, and shall end on June 30, except for the student members.

(b) In cases where the terms of office of the members of the board of trustees do not expire in successive years, the governor, with the advice and consent of the council may, in making any appointment or filling any vacancy to such office,

appoint any person for a period less than the full term or up to one year greater than the full term in order to adjust the terms of each member so that terms of office of no more than 5 members per year will expire.

IV. At least one voting member shall be from each executive council district.

V. Each member, except the student member, shall hold office until a successor is appointed and qualified. Vacancies shall be filled for the unexpired term only, except as provided in RSA 188- F:4, II(j) and subparagraph III(b). The appointment of successors for the filling of vacancies for unexpired terms shall be by appointment or election in the same manner as the original appointment.

VI. All board members shall be New Hampshire residents.

VII. Except for the governor and locally elected municipal officials, no person who holds elected public office shall serve on the board.

ARTICLE III
Operation of the Board of Trustees

Section 1.   <u>Officers and the Election of Officers of the Board.</u>

A. The officers of the Board of Trustees shall consist of the Chair, Vice Chair, Secretary, Treasurer, and Past Chair who shall be elected from members of the Board.

B. All officers shall be elected annually. The Chair of the Board shall charge the Governance Committee with recommending a list of nominees annually, normally at the April meeting, at which time the officers of the Board, including the Chair and Vice Chair, shall be elected. Officers elected shall hold their respective offices until their successors are chosen or their term as a Trustee expires, whichever occurs first.

Officer vacancies through the year may be filled on a pro-tem basis, subject to the approval of the Board at a subsequent meeting.

C. The Chair of the Board shall preside at all meetings of the Board and shall appoint
all Committee Chairs (with the exception of the Finance Chair, who shall be the Treasurer as elected by the Board), Vice Chairs, and

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Committee members, following the meeting in during which the Officers of the Board are elected.

D. The Vice Chair of the Board shall act for the Chair at the discretion of, or in the absence of the Chair, and shall perform other duties as may be assigned by the Chair. The Vice Chair is not necessarily expected to assume the position of Chair if a change of Board leadership occurs during the year.

E. The Board shall elect a Treasurer who shall give a bond or comparable insurance coverage satisfactory to the Trustees for the faithful discharge of duties as Treasurer. The Trustees may, at their discretion, require a bond or comparable insurance coverage for any other persons employed by or administering the affairs of the Community College System. Said Trustees shall determine the amount and sufficiency of the surety of said Treasurer's bond or any other bonds or comparable insurance coverage required under this section.

F. The Board shall elect a Secretary, who shall keep a record of proceedings.

The Board may, from time to time, elect one or more persons, who may or may not be Trustees, to be an Assistant Secretary. The duties of the Assistant shall be the same as those of the Secretary, with the Assistant empowered to perform the duties of the Secretary during the absence of the Secretary or in such other circumstances as may apply. An Assistant Secretary shall have such other duties and powers as the Board shall determine.

G. The Immediate Past Chair of the Board, provided he or she remains as an appointed member, shall be an officer of the Board, shall serve on the Executive Committee, and may perform other duties as mutually agreed with the Chair.

Section 2. Removal of Officers. An officer of the Board may be removed from office at any time by a vote of two-thirds majority of the Board members eligible to vote. A vacancy thus created will be filled as prescribed in Article III, Section 1.

Section 3. Resignation of Officers. Any Trustee may resign at any time from his or her officer role by submitting a written statement of resignation to the Chair of the Board.

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Section 4.   Quorum. Twelve voting members shall constitute a quorum for the transaction of business on behalf of the entire Board, but not less than 12 affirmative votes shall be required to elect the Chancellor of the Community College System.

Section 5.   Meetings. The Board will meet at such times and places as it may determine, but shall hold regular meetings no less than once every three months. The Chair shall call special meetings upon the written request of any five Board members or upon the Chair's own motion.

Section 6.   Compensation. Members shall receive no compensation for their services but will be reimbursed for expenses reasonably incurred by them in the performance of their duties.

ARTICLE IV
Committees of the Board of Trustees

Section 1.   Membership.

Each Committee shall consist of a minimum of five Trustees. One member of each Committee shall be a College President, with the exception of the Executive and Audit Committees. Each Committee shall act within the authority delegated to it and shall submit recommendations to the Board whenever the issues or proposals before it require Board action.

The Executive Committee consists of the Officers of the Board, the Chairs of each of the standing Committees of the Board, and two additional voting Trustees to serve as members-at-large selected by the Board Chair. The Board Chair is the Chair of the Committee.

The Chairs of the following Committees may recommend to the Chair of the Board a maximum of two College Advisory Board members to serve as additional non-voting members for a one-year term:
- Academic and Student Affairs & Workforce Development Committee
- Facilities & Capital Budget Committee
- Marketing Committee
- Safety & Risk Management Committee

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The Chancellor or designee shall participate in Committee meetings or activities in order to promote the exchange of information and timely response.

Meetings

Each Committee will meet at least three times per calendar year, with the exception of the Finance Committee (which meets quarterly) and the Executive Committee (which meets as circumstances dictate). Committees may also meet at the call of the Committee Chair, Committee Vice Chair, the Chair of the Board, or the Chancellor. Also, any Committee member may request that the Committee Chair or Vice Chair call a meeting of the Committee of which they are a member.

At any Committee meeting, a majority of the voting committee members shall constitute a quorum and the affirmative vote necessary to move a recommendation forward to the full Board of Trustees or authorize action by the Committee.

Ex-Officio Trustees assigned to the Committees shall be voting members.

Minutes of all Committee meetings shall be recorded and approved by the Committee.
Approved minutes shall be distributed to the entire Board.

Any Trustee may attend any Committee meeting. Other Trustees and guests may attend meetings and participate as allowed by the Committee Chair in discussions but may not present motions, seconds, or votes.

Committee Responsibilities

Each Committee shall establish a calendar and annual goals and report them to the Chair of the Board.

In order to effectively carry out its responsibilities, each Committee shall be authorized to access internal and external information. This authority includes the ability to utilize CCSNH staff and external resources as needed to fulfill the Committee's responsibilities.

The Committee will be respectful of the managerial functions of the administrative staff and mindful of adhering to Board guidelines regarding the proper degree of involvement.

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Section 2.   Standing Committees

A. Executive Committee

Statement of Purpose
The purpose of the Executive Committee is to make decisions on behalf of the Board if required, as appropriate. The Executive Committee shall exercise the powers and authority of the Board of Directors relative to matters that arise between regularly scheduled Board meetings or when it is not practical or feasible for the Board to meet. The Committee is delegated the authority to act as the full Board when exercising the powers and authority, subject to the limitations listed below.

Responsibilities
To fulfill its purposes, the Committee shall act on behalf of the Board regarding matters of urgency that arise between scheduled Board meetings or when it is not practical or feasible for the Board to meet. However, the Executive Committee shall not have the power or authority to act on behalf of the Board with respect to the following matters:
- Adopting, amending or repealing any provision of the by-laws;
- Amending the organization's mission;
- Filling Board vacancies;
- Changing the membership of, or filling vacancies in, the Executive Committee;
- Appointing or terminating the appointment of the Chancellor or a College President; and
- The amendment or repeal of any resolution of the Board which by its terms shall not be so amended or repealed.

The Executive Committee may call special meetings of the Board when required; and regularly report to the full Board relative to Committee findings, recommendations, and actions, and any other matters the Committee deems appropriate or the Board requests.

B. Finance Committee

Statement of Purpose
The role of the Finance Committee is to monitor the fiscal affairs of the Community College System of New Hampshire (CCSNH) and to advise the Board of Trustees and System Office and

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Colleges regarding fiscal policies. The Committee shall assist the Board in fulfilling its financial oversight responsibilities for CCSNH and the respective community colleges.

Responsibilities
The Finance Committee, in accordance with Board policies, shall have the responsibility to:
- Monitor financial planning and reporting.
- Review in depth the proposed biennial operating and capital budgets and make recommendations to the full Board.
- Approve certain budget transfers and special expenditures as outlined in the Board and System policies.
- Approve contracts and purchasing as outlined in the Board and System policies.
- Monitor the management the investment of operating and reserve funds.

C. Audit Committee

Statement of Purpose
The role of the Audit Committee is to ensure integrity of financial statements, effectiveness of internal controls and compliance with legal and ethical requirements.

Responsibilities
The Audit Committee shall have the responsibility to oversee all material aspects of the CCSNH's financial reporting, internal controls and audit functions, including:

Financial Reporting
- Discuss, review and assess the annual financial statements with management and the auditors before they are released to the public or filed with funders or regulators.
- Discuss, review and assess the key financial statement issues and risks, their impact or potential effect on reported financial information, the processes used by management to address such matters, related auditors' views and the basis for audit conclusions.
- Approve changes in important accounting principles and the application thereof in both interim and annual financial reports.

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- Advise financial management and external auditors that they are expected to provide a timely analysis of significant current financial reporting issues and practices.

Risks and Controls
- Meet and review with the external auditors CCSNH's operational and financial risk management process, including the adequacy of the overall control environment and controls in selected areas representing significant risk. Ensure appropriate action is taken as warranted.
- Meet and review with the external auditors CCSNH's system of internal controls for detecting accounting and financial reporting errors, fraud and defalcations, and legal and tax code violations. Ensure appropriate action is taken as warranted.
- Review with legal counsel any matters that may have a material impact on the financial statements.

External and Internal Auditors
- Ensure that an external auditing firm performs a yearly audit under the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants
- Recommend the selection of the external auditors for approval by the Board of Trustees.
- Instruct the external auditors that they are responsible to the Board and the Audit Committee as representatives of the CCSNH. In that regard, confirm that the external auditors will report all relevant issues to the Committee in response to agreed-upon expectations.
- Assess the independence of the external auditor on an annual basis by reviewing the written communication from the external audit required by professional auditing standards and discussing any relationships disclosed that may impact auditor objectivity and independence. Consider, in consultation with the external and internal auditors, their audit scopes and plans to ensure completeness of coverage, reduction of redundant efforts and the effective use of audit resources.
- Review and approve requests for any audit-related or permitted non-audit services to be performed by the external auditors, and be advised of any other study undertaken at the request of management that is beyond the scope of the audit engagement letter.

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- Review with management and the external auditors the results of the annual audit and related comments in consultation with other Committees as deemed appropriate, including any difficulties or disputes with management, any significant changes in the audit plans, the rationale behind adoptions and changes in accounting principles, and accounting estimates requiring significant judgments.
- Provide a medium for the external auditors to discuss with the Audit Committee their judgments about the quality, not just the acceptability, of accounting principles and financial disclosure practices used or proposed to be adopted by the CCSNH.
- Discuss the significant findings of the audit including:
  - Critical accounting policies and practices used by the CCSNH
  - Alternative accounting treatments within generally accepted accounting principles related to material items that have been discussed with management
  - Other material written communications between the accounting firm and management (e.g., management representation letters, engagement letters, etc.)
- Approve changes in the employment of individuals charged with the internal audit function.
- Instruct the internal auditors that they are ultimately responsible to the Board through the Committee.
- Review with the internal auditors any changes in the scope of their plans, if applicable.
- Review with the internal auditors the results of their monitoring of compliance with CCSNH's code of conduct.

Other
- Establish and monitor procedures for the receipt, retention and treatment of complaints received by the CCSNH regarding accounting, internal accounting controls or auditing matters, including procedures for the confidential, anonymous submission by employees of the CCSNH of concerns regarding questionable accounting, financial reporting, fraud, defalcation or auditing matters.
- Conduct or authorize investigations into any matter within the Committee's scope of responsibilities. The Committee is empowered to retain independent counsel and other professionals to assist in conducting any such investigation.

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- The Committee shall establish (and review annually) an operating charter that describes in detail how the Committee will undertake its work, an annual calendar, and clearly presents the content and timing of communications to the Board.

Special Authorities
In order to effectively carry out its responsibilities, the Audit Committee shall be authorized to access internal and external information relevant to audit functions. This authority includes the ability to hire and terminate internal and external auditors and advisors and to approve services and fees to such resources. This authority includes the power to secure independent counsel and other professionals to assist in the conduct of the Committee's responsibilities.

D. <u>Academic and Student Affairs and Workforce Development Committee</u>

Statement of Purpose
The role of the Academic and Student Affairs and Workforce Development Committee is to provide oversight and to monitor all CCSNH academic programs and policies to ensure: (1) consistency with the system's mission, priorities and strategic plan; (2) that the quality, effectiveness and outcomes of academic programs are regularly assessed; and (3) that the student interests and workforce needs of the community and business are aligned and met. The Committee shall advance a campus environment that promotes students' well-being and academic success where students can achieve their fullest potential.

Responsibilities
The Academic and Student Affairs and Workforce Development Committee shall have the responsibility to:
- Review and recommend, as appropriate, to the Board of Trustees admission standards and graduation requirements;
- Review and recommend, as appropriate, to the Board, new Associate degree programs and fundamental revisions including phasing out of existing Associate degree programs;

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- Inquire into and report to the Board on existing programs, assessment of effectiveness and achievement of strategic objectives;
- Inquire into and report to the Board on status of individual college accreditations, college-level strategic planning for alignment with system-wide established strategic plan, and key student outcomes (*i.e.*, graduation, retention and transferability rates);
- Inquire into and report to the Board on collaborative and joint programs including credit transfer agreements and effectiveness among CCSNH colleges and achievement of strategic objectives;
- Inquire into and report to the Board on dual enrollment, articulation agreements and transfer programs with high schools and other institutions of higher education;
- Review and recommend, as appropriate, to the Board, strategic initiatives and programs related to workforce training, economic development, and industry engagement;
- Review and recommend, as appropriate, to the Board, strategic initiatives and programs related to student governance, student responsibility and student services;

E. Human Resources Committee

Statement of Purpose
The role of the Human Resources Committee is to ensure integrity and effectiveness of human resources policies, programs and systems; to facilitate effective employee engagement and organizational development; and ensure compliance with legal and regulatory requirements.

Responsibilities
The Human Resources Committee acts on behalf of the Board of Trustees to oversee employment policies, collective bargaining, compensation and benefit programs, employee and labor relations, employee engagement and organizational development, recruitment and retention, and regulatory compliance. Its role includes:
- Approving and recommending policies and compensation and benefit programs for personnel exempt from the collective bargaining process;
- Overseeing collective bargaining efforts; reviewing and recommending human resources system enhancements

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and organizational development and employee engagement initiatives; and

- Monitoring compliance with legal, ethical, and regulatory requirements.

F. <u>Facilities and Capital Budget Committee</u>

Statement of Purpose
In the broadest sense, the role of the Facilities and Capital Budget Committee is to:

- Help guide Facilities and Capital Budget planning, including buildings, grounds and infrastructure;
- Monitor the state of the institution's physical plant, budgets and expenses for capital assets, and major project milestones; and
- Offer specialized expertise in areas such as engineering, architecture and real-estate development.

Within the context of oversight, the Facilities and Capital Budget Committee shall work with system facilities staff, administration, and college leadership on:

- Long-range asset preservation;
- Capital-asset preservation and renewal;
- Major capital projects;
- Plant operations and maintenance;
- Facilities issues related to safety and risk management;
- Facilities-related policies and procedures.

The Facilities and Capital Budget Committee reviews recommendations from facilities staff, administration, and college leadership, monitoring current physical-plant related issues, and informing future planning.

Responsibilities
The Facilities and Capital Budget Committee shall have the responsibility to:

- Establish the guidelines for the preparation of the biennial capital budget, reviewing capital budget requests and recommending the capital budget to the Finance Committee;
- Review and approve campus master plans and the six-year capital project plans;
- Review and approve maintenance and construction contracts and make recommendations, when appropriate, to the Finance Committee;

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- Review other special projects that relate to the expansion and improvement of the CCSNH including but not limited to capital leases and grant-funded facilities;
- Review, approve and recommend to the full Board, the acquisition and disposition of land and buildings.

G. Governance Committee

Statement of Purpose
The role of the Governance Committee is to seek out, assess, and recommend to the Governor of New Hampshire qualified individuals for positions on the CCSNH Board of Trustees; annually recommend to the full Board the slate of Officers; review the overall effectiveness and performance of the Board and its members; support Board education and development and review and consider other matters of governance such as Board succession planning, conflicts of interest, and other matters referred to the Committee by the CCSNH Board, its Chair, or Chancellor.

Responsibilities
The Governance Committee shall have the responsibility to:
- Seek out, assess, and recommend qualified candidates for the CCSNH Board. In doing so, the Committee will be mindful of the need to attract diverse and talented candidates with a breadth of experience and capabilities, consistent with the area of competency and geography as designated in the Board By-Laws;
- Review and recommend changes to, as necessary, the CCSNH code of conduct;
- Review completed Conflict of Interest statements annually for existing members and upon appointment for new members;
- Annually survey individual Board members regarding their interests in Board leadership opportunities and preferences related to serving on Committees. Prior to the annual meeting of the Board, the Committee will identify and recommend a slate of Officers to be voted upon by the full Board;
- Survey its members biannually and recommend any needed changes to help increase the overall effectiveness and performance of the Board;
- Annually survey the Board to support the Chair with his/her Committee assignments;
- Spearhead an annual process of peer evaluation;

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- Recommend resources and development opportunities, including the annual Board retreat, in order to educate, inform and update Board members about trends and topics in higher education with an emphasis on community colleges;
- Support and conduct orientation sessions, and facilitate mentoring resources and opportunities for Trustees;
- Perform other assignments as delegated by the Chair, Chancellor, and/or Board.

H. Marketing Committee

Statement of Purpose
The role of the Marketing Committee is to monitor and provide insight relative to the marketing and promotion activities of the Community Colleges.

Responsibilities
The Marketing Committee shall have the responsibility to:
- Review and analyze data, develop recommendations to strengthen the brand, increase awareness of the Community Colleges, and improve understanding of services provided by the Colleges;
- Review and analyze data and make recommendations to the Board concerning marketing initiatives to ensure alignment with strategic initiatives, consistent messaging and coordination between the system, colleges and Board;
- Review and analyze survey data to determine changes in target audience awareness and perception over time;
- Develop and implement programs to raise awareness among the Trustees of the role they play as ambassadors for the community colleges.

I. Safety and Risk Management Committee

Statement of Purpose
The role of the Safety and Risk Management Committee is to provide oversight and monitor CCSNH safety initiatives and to advise the Board of Trustees and CCSNH administration regarding safety and risk management policies to promote a safe and healthy working and learning environment.

Responsibilities

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The Safety and Risk Management Committee shall have the responsibility to:

- Develop a system-wide organization risk philosophy and approach to promote a safe and healthy working and learning environment.
- Monitor all enterprise risks, recognizing the risk-related responsibilities delegated to other Board Committees, including Finance, Personnel and Audit, acknowledging that other Committees may monitor specific risk management activities related to their purpose;
- Recommend strategy setting across the system designed to identify potential events that may affect the organization, and evaluate processes to provide reasonable assurance that objectives will be achieved and assess the system's strategies related to risk exposures;
- Review risk management programs, policies and procedures and periodically perform a gap analysis to identify of any risks that may have been overlooked or risks that should be assessed for future consideration;
- Encourage and promote system-wide education and compliance with health- and safety-related regulatory standards as well as related best practices and process improvement opportunities including communication and training;
- Encourage and promote system-wide networking opportunities to facilitate the free exchange of information, reporting and resolution of issues of mutual concern; and
- Report regularly to the Board to keep it fully informed and focused on risk-related issues to assure proactive management and provide any recommendations to ensure adequacy of risk management programs and resources.
- Recommend annually to the Board the amount and sufficiency of the Treasurer's bond or comparable insurance coverage for the faithful discharge of duties as Treasurer in compliance with NH RSA 188-F: 5, II. The committee may recommend, in their discretion, a bond or comparable insurance coverage for any other persons employed by or administering the affairs of the Community College System.

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ARTICLE V
Authority of the Board of Trustees
(RSA 188-F:6)

The Trustees shall have the management and control of all the property and affairs of the Community College System, all of its colleges, divisions, and departments. In addition to this authority, the trustees are authorized to:

I. Develop and adopt by-laws for the regulation of its affairs and the conduct of business and to adopt an official seal and alter it as necessary or convenient.

II. Oversee the administration of the Community College System of New Hampshire and its colleges, divisions, departments, and regional academic centers, to determine the organizational structure and operational policies and procedures for the Community College System, and to render the final decision on the closure of any college or regional academic center.

III.(a) Appoint and fix the compensation of a chancellor of the Community College System of New Hampshire who shall serve as the chief executive officer of the Community College System, as the Community College System's primary liaison with the general court and other elements of state government, and as chief spokesperson for the Community College System. The chancellor shall be qualified by education and experience and shall serve at the pleasure of the board.

(b) Approve the nomination by the chancellor, and fix the compensation of a vice-chancellor who shall be qualified by education and experience and who shall serve at the pleasure of the chancellor.

(c) Approve the nomination by the chancellor, and fix the compensation of a president of each Community College System of New Hampshire college, who shall be the chief academic and administrative officer of his or her institution. The president, who shall report to the chancellor, shall be the chief executive officer of his or her college, and shall have the authority for and be responsible for the general administration and supervision of all operations of that college, and shall have such other duties as the board of trustees may determine. The president shall be qualified by education and experience and shall serve at the pleasure of the board.

(d) Appoint and fix the compensation and duties of such other Community College System of New Hampshire administrators as are needed to provide a well-coordinated system of public higher education.

(e) Employ and prescribe the duties of personnel as may be necessary to carry out the purposes for which the Community College System of New Hampshire has been created.

IV. Accept legacies and other gifts to or for the benefit of the Community College System.

V. Accept any moneys accruing to the Community College System and its colleges, or moneys appropriated by or received from the United States government or the state of New Hampshire, including federal financial aid, and any grant moneys from state or federal governmental agencies, public or private corporations, foundations or organizations for the benefit and support of the Community College System.

VI. Prepare and adopt a biennial operating budget for presentation to the governor and the general court. Each college within the Community College System of New Hampshire and the chancellor's office shall be considered a separate budgetary unit. The Community College System of New Hampshire shall submit its budget in accordance with RSA 9:4-e and at the same time as other state agencies. All claims to be presented for the issuance of warrants submitted by the colleges and the system office of the Community College System of New Hampshire shall be pre-audited by the Community College System of New Hampshire, and such certification shall be sufficient evidence for the director of the division of accounting services to fulfill such responsibilities relative to the debt incurred by the Community College System of New Hampshire.

VII. Prepare and adopt a biennial capital improvements budget for presentation to the governor and the general court.

VIII. Receive, expend, allocate, and transfer funds within the community college system of New Hampshire as necessary to fulfill the purposes of the Community College System. The trustees shall have no authority over funds in the police standards and training council training fund established in RSA 188-F:30, or any other funds appropriated to the police standards and training council or to the McAuliffe-Shepard discovery center, which shall not be commingled with any funds of the Community College System of New Hampshire.

IX. Invest any funds not needed for immediate use, including any funds held in reserve, in property and securities in which fiduciaries in the state may legally invest funds.

X. Establish and collect tuition, room and board, and fees, and to set policies related to these and other charges, including fees for the reasonable use of Community College System of New Hampshire facilities.

XI. Enter into any contracts, leases, and any other instruments or arrangements that are necessary, incidental, or convenient to the performance of its duties and responsibilities.

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XII. Acquire consumable supplies, materials, and services through cash purchases, sole-source purchase orders, bids, or contracts as necessary to fulfill the purposes of this chapter.

XIII. Acquire by purchase, gift, lease, or rent any property, lands, buildings, structures, facilities, or equipment necessary to fulfill the purposes of this chapter.

XIII-.a. Enter into a contract for the sale of real property with the prior approval of the long range capital planning and utilization committee and governor and council, provided that the state shall retain the right of first refusal in any proposed sale of real property. This paragraph shall not apply to real property acquired by the community college system of New Hampshire after the effective date of this paragraph.

XIV. Grant or otherwise transfer utility easements.

XV. Authorize and enter any contracts, leases, and any other instruments or arrangements that are necessary, incidental, or related to the construction, maintenance, renovation, reconstruction, or other necessary improvements of Community College System of New Hampshire buildings, structures, and facilities.

XVI. Develop and adopt personnel policies and procedures for the community colleges. The board of trustees shall determine the qualifications, duties, and compensation of its employees and shall allocate and transfer personnel within the Community College System of New Hampshire as necessary to fulfill the purposes of this chapter.

XVII. Appoint or identify college or program advisory committees to advise the community colleges with respect to strategic directions, general, professional, career, and training policies and programs and their modification to meet the needs of the state's economy and the changing job market.

XVIII. Adopt principles of effective self-governance and to assess board processes, policies, and operations in light of such principles.

XIX. Delegate duties and responsibilities as necessary for the efficient operation of the Community College System of New Hampshire and to do other acts or things necessary or convenient to carry out the powers and duties set forth in this chapter.

XX. By and with the consent of the governor and council, borrow on the credit of the Community College System of New Hampshire in anticipation of income for the purpose of forwarding its building program, not exceeding $500,000 in any

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one fiscal year. All amounts so obtained in any fiscal year shall be repaid from the income of the next succeeding year.

XXI. Enter into program and service relationships with state departments, divisions, and other state entities through memoranda of understanding.

ARTICLE VI
Conflict of Interest

It shall be the policy of the CCSNH that conflicts of interest between the CCSNH and its Trustees, officers and employees be avoided and that pecuniary benefit transactions be disclosed and approved by the Board. The CCSNH shall follow all statutory requirements of the federal and state laws which apply to the CCSNH, including the provisions of RSA 7:19, 11 and 292:6a and all such laws are incorporated in full into and made part of this Article. All potential conflicts or pecuniary benefit transactions as defined by said statute shall be reported to the Board and acted upon by it as required by law and no person shall vote or be present for the action by the Board in relation to any such matter involving that person. (See Board Policy Section 223)

ARTICLE VII
Non-discrimination

The CCSNH shall not discriminate on the basis of race, color, creed, sex, age, national origin, handicap or sexual orientation in the recruitment admission of students, the recruitment of employment of faculty and staff, and the operation of any of its programs and activities and shall maintain rules and regulations to implement this policy.

ARTICLE VIII
Amendment

These by-laws may be amended by a two-thirds vote of the Trustees present at a meeting duly called or at which due notice of such action has been given for that purpose.

Notice of proposed amendments to these by-laws shall be made to all members at least 14 calendar days before any duly called meeting to consider such amendments.

ARTICLE IX
Dissolution Clause

In the event of dissolution of the Community College System of New Hampshire (the "System"), the Board of Trustees shall, after paying or making provision for payment of all the liabilities of the System, return all funds to the State of New Hampshire for use for community colleges or similar educational purposes as directed by the Legislature of the State of New Hampshire, provided the funds are used exclusively for charitable, educational, or scientific purposes, as shall at the time qualify as exempt uses pursuant to Section 501(c)(3) of the Internal Revenue Code of 1954, as amended or superseded.

12/14/07
Revised 6/26/08
Revised 7/10/08
Revised 10/1/09
Revised 12/9/10
Revised 2/11/11
Revised 7/7/11
Revised 7/25/12
Revised 2/23/13 (reflecting 10/4/12 vote)
Revised 12/3/15

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation

			Enrollment*			
	Location (City, State/Country)	**Date Initiated**	**3 years prior**	**2 years prior**	**1 year prior**	**Current year ****
			(FY2016)	**(FY2017)**	**(FY2018)**	**(FY2019)**
Main campus	Berlin, NH	9/1/1966	563	578	518	330
Other instructional locations (US)	Bretton Woods, NH (Omni Mt Washington)	9/1/2017	--	--	4	7
	Colebrook, NH	11/17/2014	0	0	0	0
	Littleton, NH	11/20/1995	338	346	331	227
	North Conway, NH (Kennett High School)	11/17/2014	42	20	23	14
	North Conway, NH (White Mountain Highway)	9/1/2016	--	96	152	86

Educational Modalities

			Enrollment*			
	Number of programs	**Date First Initiated**	**3 years prior**	**2 years prior**	**1 year prior**	**Current year ****
Distance Learning Programs:			**(FY2016)**	**(FY2017)**	**(FY2018)**	**(FY2019)**
Programs 50-99% on-line	no programs designated in this category		NA	NA	NA	NA
Programs 100% on-line	9	5/15/2015	7	27	37	18
Total Students Taking Online Courses			*470*	*606*	*613*	*355*
Correspondence Education	1 (NH State Correctional: Liberal Arts)	1/20/2015	2	3	3	0
Dual Enrollment Programs	2 (Running Start, eStart)	1999	502	488	424	15

NOTES: * "Enrollment" = annual unduplicated headcount BY SITE for each of the years specified. Consistent with the NEASC Annual Report, the FY (fiscal year) is defined as ending with the spring semester of the year indicated (in other words, as having a summer "header"). For example, FY2016 includes Summer 2015, Fall 2015, and Spring 2016.   ** "Current Year" includes Summer and Fall 2018 preliminary numbers, no values yet for spring semester. "Correspondence Education" is coded in Banner as Directed Study, so it cannot be pulled out distinctly; these numbers are based on data from Academic Affairs (CLa). Enrollments are not de-duplicated across sites; if a student attends at more than one location, the student is counted in each of those locations. Jobs in Veera Client\WMCC IR work\NEASC\Reaccreditation: 10YR\Standard 3\DFF 3.2 Locations & Modalities. FY2019 last run 20180808 Updated SW 8/8/2018

DFF 3.2

STANDARD FOUR
THE ACADEMIC PROGRAM

DESCRIPTION

WMCC offers twenty-three associate degrees, including Associate of Arts, Associate of Applied Science, and Associate of Science degrees, along with twenty-seven certificates, twenty-six of which are financial-aid eligible. The College's academic programs cover technical disciplines, along with more traditional disciplines that enable students to transfer to baccalaureate institutions. WMCC's programs prepare students for careers in the medical field, transportation and industrial sector, culinary arts, education, and business. Credits required for the certificates range from twelve to fifty-three. Associate degree requirements range from sixty to sixty-nine credits. A full listing of programs is found on Data First Form 4.3.

Some of the College's programs are location-specific. Nursing, Advanced Welding Technology, and Culinary Arts are housed at the Berlin Campus, for example, whereas Massage Therapy, Commercial Driver Training, Driver Education Instructor, and Medical Assistant are based out of the Littleton Academic Center. At the North Conway Academic Center, the anchor program is the newly formed Veterinary Assistant Certificate. Other programs, including Accounting, Business Administration, Health Science, Human Services, Liberal Arts, Early Childhood Education, and Teacher Education, can be accessed from all locations. The College also offers four degrees and five certificates 100% online.

WMCC is an open-enrollment institution available for individuals with a high school diploma, a GED, or HiSET certification. The exception to this open enrollment policy is the Nursing Program, which has a competitive selection process. Some programs, such as Commercial Driver Training, Driver Education Instructor, Medical Assistant, Teacher Education, Early Childhood Education, Human Services, Patient Care Specialist, Office Management Medical, and Criminal Justice/Homeland Security, have additional industry and licensing restrictions that may include background checks and/or drug testing.

WMCC develops program curricula based on industry needs, transfer articulation, state regulatory requirements, and federal law. Each program includes a set of outcomes that reflect these requirements, which the College publishes online within each program's web page(s). Links to these pages are provided in Part A of the E-Series Form. Each associate degree program requires students to take courses within the major, combined with a balanced set of General Education courses so that students receive a well-rounded education.

In 2015, NEASC authorized WMCC to offer online programs, several of which are offered 100% online (highlighted in blue in Data First Form 4.3). The Substantive Change ONLINE 2015 proposal appears in the electronic Workroom, under Standard 2. With this authorization, the College has remained true to the fundamental principle that college-level learning can occur through a variety of delivery systems. As is clear from Data First Form 4.1, most degree-seeking students take courses at multiple locations or in multiple modalities. In fall 2017, for example, only 4% of F/T students took courses exclusively online, while 54% took a mix of

onsite and online coursework. Most students in online courses reside in Berlin; the second most reside in Littleton.

Assuring Academic Quality

WMCC has various systems in place to ensure academic quality. The VPAA and Associate VPAA insist that faculty are qualified in their discipline at the time of hire. Program Coordinators and Department Chairs evaluate new F/T faculty twice during their first year, annually for the next two, and then sequentially every other year. They evaluate adjunct faculty annually. Furthermore, they serve as primary faculty advisors for students matriculated into their respective programs, ensuring that students receive adequate guidance in course selection, career choices, and program completion. Finally, all faculty receive course-specific student evaluations in aggregate form. Students complete these course evaluations anonymously electronically near the end of the semester; a different form exists for online (IOTA Online Course Eval) and face-to-face (IOTA Onsite Course Eval) courses.

The Advisory Committee structure described in Standard Two also supports academic quality. At its annual meetings, Advisory members assess program curricula, discuss industry changes, and evaluate student success. These meetings identify new equipment needs, they initiate staff development, and they produce changes in program curricula. As it relates to curricular changes, the Advisory Committee, in consultation with the VPAA and the College's Leadership Team, decides whether to revitalize a program or eliminate it. In the latter case, WMCC has the responsibility to "teach out" students who are currently enrolled. If necessary, the College arranges for students to complete required courses through directed studies. In this way, the College has a system in place that enables students to complete their degrees

Program Coordinators and Department Chairs are responsible for implementing and delivering their programs through all modalities. They are likewise responsible for reviewing and approving course syllabi within their department each semester. The Alternative Delivery Committee reviews and evaluates the delivery methods of courses that use non-traditional methods of instruction and assessment, such as hybrids, 100% online courses, and video conferencing.

Academic Department Reorganization

As mentioned in Standard Three, WMCC has reorganized its academic department structure twice since 2013. The structure through AY 2017-2018 involved a total of five academic departments. Programs that closely aligned with each department fell under that department's purview. These five departments were as follows:

1. STEM
2. Allied Health and Commerce
3. Nursing
4. Transportation Technologies
5. Arts and Education

Beginning in fall 2018, in accordance with CCSNH's partnership with Complete College America (CCA) and its Guided Pathways to Success (GPS) initiative, WMCC changed this structure from five academic departments to seven Academic Focus Areas (AFAs), with a separate Chair for each focus area (see Standards One and Three):

1. Industry and Transportation
2. Arts, Humanities, Communications, and Design
3. Business
4. STEM and Advanced Manufacturing
5. Education, Social and Behavioral Science
6. Hospitality and Culinary
7. Health Science and Services

With guidance from the System Leadership Team, this restructuring ensures consistency in program placement across all seven community colleges, enabling students to choose a program within a focus area and then transfer to another program within that focus area without losing credits towards degree completion. To facilitate these transfers, all programs within a focus area are in the process of developing common first semesters, math pathways, and on and off ramps so that students can change a major based on academic performance or interest.

Undergraduate Degree Programs

All undergraduate degree programs at WMCC require a minimum of sixty credits, as established by the Board of Trustees (BOT) in System Policy Sections 620.01 and 620.02 (https://www.ccsnh.edu/sites/default/files/System%20Policies-%20600-%20Academic-%2007%2027%2018.pdf). Out of these sixty, at least thirty-two must be from program-specific courses, while at least twenty-four must be from General Education courses: at least seven credits from College Composition and other English courses, at least three credits from Science courses, at least four credits from Math courses, at least three credits from Social Science courses, and at least three credits from Humanities/Fine Arts/Foreign Language courses. Such requirements expose students to vast fields of learning and knowledge, broadening their perspective beyond the limits of their special field. Students majoring in Interdisciplinary Studies may pursue their degree with open access to electives, or they may design a program that meets their unique academic and professional needs. All course descriptions are available on the College website (https://www.wmcc.edu/academics/course-descriptions) and in the *College Catalog.*

General Education

To ensure that all matriculated students receive a well-rounded education beyond the specifics of their major, every degree program at WMCC requires that students take at least twenty-four credits in Liberal Arts, commonly referred to as General Education credits. General Education courses for an associate degree include those in English, Science, Social Science, Mathematics, and the Humanities. These requirements ensure that students become what the College defines as "an educated person," one who can:

- Communicate effectively both verbally and non-verbally.
- Explore diverse ideas and emotions through various disciplines.
- Evaluate the effects of trends, events, institutions, and social systems as applied to Liberal Arts coursework.
- Perform mathematical operations essential not only to academic disciplines but to present or future employment, as well.
- Engage in scientific thought quantitatively and qualitatively.
- Formulate questions in order to analyze human and technical challenges.

All associate degree programs build upon these General Education requirements. The skills and competencies that students acquire through these courses have direct application to their major. The critical-thinking skills that students develop in General Education courses, for example, readily transfer to the type of thinking students must do to understand how pharmacology affects the cellular level of the human body or to decide the best course of action in a criminal investigation that involves ethical decision making.

Because MATH 120: Quantitative Reasoning and ENGL 120: College Composition fulfill General Education requirements for all majors, they deserve special attention. In fall 2016, in response to CCSNH partnership with CCA, WMCC designated MATH 120 as the primary gateway math course. In rethinking this course, a committee of Math faculty developed a co-requisite model for MATH 120. (See Syllabi for STEM in the electronic Workroom.) Throughout the semester, instructors test students on background material they need to know for class on any given week. If students pass the assessment, they can opt out of the co-requisite lab. If students do not pass the test, they must attend the co-requisite lab and practice until they can pass. Because of the success of this math model (see Co-Req Progress June2018), the English Department decided to create a co-requisite model of its own. As of fall 2018, ENGL 120 has undergone a major revision: first, to create a uniformity and consistency in content; second, to make the course more compatible with writing across the curriculum and writing in the disciplines; and third, to improve student completion rates. Before WMCC implemented co-requisite models for math and English, students would not receive credit toward graduation for courses that were pre-collegiate level, developmental, or remedial. The co-requisite models have removed this barrier to completion.

Two versions of the English co-requisite model exist: one meets face-to-face twice a week (similar to the math model); the other meets once a week face to face and once again online (the hybrid version). Students with a running tally of a C- or lower are required to attend the lab. Students whose cumulative grade is above a C- may also attend the lab, but they are not required to do so. The topics covered in the lab are tailored to the students' needs at any given point during the semester. For the hybrid version, the one-hour co-requisite lab is attached either before or after the face-to-face session. During the online component, students do various tasks, including grammar exercises, peer review of classmates' drafts, annotated bibliographies: the possibilities are endless

For some time, the College has known that ENGL 120 needed an overhaul. These attempts began in 2014 when the VPAA, in consultation with the two F/T English faculty, launched a formal start-up assessment of College Composition: its purpose to demonstrate changes in

student learning in the span of one semester. At the beginning of the course and again at its completion, students took the Writeplacer test on their own time in the Academic Success Center (ASC). Of the students who took the test both times (participation rates were low), their results showed no significant improvement. In fact, some scores were lower at the end of the semester than at the beginning. Thus, in summer 2016, the VPAA and interim Chair of Liberal Arts decided to change the methodology. Academic Success Center staff conducted testing in the classroom, thereby standardizing testing procedures more carefully. Despite their efforts, Writeplacer scores did not improve from the beginning of the semester to the end. In fall 2017, because of the inefficacy of the Writeplacer test and as part of the GPS initiative, the newly hired English Professor worked with the departing interim Liberal Arts Chair to replace Writerplacer with the co-requisite model described above. Further, rather than using an external assessment piece to measure student learning, the new ENGL 120 contains an embedded assessment piece: the final research paper. At the end of each semester, instructors can assess student achievement of course learning outcomes by examining the extent to which the final research paper (along with previous drafts and student peer-review sheets) demonstrates competence in these very outcomes. (Reports and new embedded assessment process documented in the physical Workroom.)

Some of WMCC's certificate programs also have General Education requirements, including College Composition and Quantitative Reasoning. These certificate programs, however, do not require twenty-four General Education credits, as do the degree programs.

The Major or Concentration

Students have the option to major in any of twenty-three associate degree disciplines and twenty-seven certificate programs. These majors accommodate the interests of students and the needs of industry. A complete list of these programs, from Accounting through Nursing to Water Quality, appears in the *College Catalog*.

Integrity in the Award of Academic Credit

WMCC has ultimate responsibility and authority over academic programs and courses taught onsite, online, or through dual enrollment (such as Running Start and eStart). As noted, Program Coordinators and Department Chairs oversee program curricula and review syllabi to ensure the continuity of delivery in all course offerings, regardless of modality or location. In addition, they evaluate and approve the credentials of new adjunct faculty, including Running Start faculty. Some programs have additional outside regulatory agencies that approve faculty.

WMCC offers required courses and electives in a variety of modalities to meet the students' diverse needs, including face-to-face, online, hybrid, and video conferencing. The Littleton and North Conway Academic Centers offer classes both on and off sequence to allow P/T students to finish their programs in a timely manner. Off-sequence courses allow students to finish within a two-year period if they begin their degree in January. The College has also developed eight-week courses that provide additional opportunities for students to complete programs. For all modalities, the Associate VPAA ensures that course offerings rotate from semester to semester, a rotation that allows students to move forward in their program at the rate that is both timely and

appropriate to their personal academic plans. Indeed, WMCC designs programs so that students have multiple ways to complete a program and earn a degree. In addition, the College has support systems in place for its entire student body available at the main campus, at both the Littleton and North Conway Academic Centers, and online. ASC, in particular, supports all locations with qualified staff and technological resources, providing tutoring, counseling, and disability services at all three locations and online. Furthermore, students have access to faculty through their College email account and during faculty office hours. Adjunct faculty are available *via* email and by appointment.

WMCC posts program outcomes for associate degrees and certificates on the College website. The links to these outcomes are available on the E-Series Form, Part A. For students who have taken courses from other accredited colleges and universities, the College awards transfer credits, provided the incoming students have met the required course outcomes and have received a grade of C or better. Some programs have a higher standard (C+ or better). In conjunction with the Program Coordinator and Department Chair, the VPAA reviews course descriptions and/or course syllabi to determine whether to accept a course for transfer. If students have related experiences in a particular field, they may use this experience to earn course credit within a degree program. To be granted this credit, students must prepare a portfolio demonstrating sufficient knowledge in the subject, which is reviewed by the VPAA, who awards either a pass or fail. This option is explained in the *College Catalog* and on the College website. Additionally, students have the option to take standardized examinations for course placement and earn credit through professional training programs. For students seeking an associate degree, the College will award a maximum of twenty-four credits for prior learning or experience. For students seeking a certificate requiring thirty credits or fewer, the College will award a maximum of 25% of the required credits. The College mandates that all students must complete a minimum of 25% of program credit requirements through WMCC.

Whether a transfer student or not, those whose academic performance is poor are placed on Academic Probation (see the *College Catalog* page 25). The student's academic advisor is notified, and additional supports are put in place for the student. If the student subsequently fails to meet published standards, he or she is then placed on Academic Suspension. A student may apply for readmission to a program after at least one semester has lapsed since his or her suspension. Some programs require higher academic standards than others, and in some cases readmission is not granted (such as Nursing and Medical Assistant). These program-specific academic standards appear in the *College Catalog* and on the website.

For students to graduate with an associate degree, they must meet the degree requirements. The College lists graduation requirements for each certificate and degree program in the *College Catalog* and on the College website. Through a program audit prior to graduation day, the Registrar certifies program completion. Students may check their progress at any point during their college career using DegreeWorks, accessed through the Student Information System (SIS). Implementation of the EAB Navigate program, launched in spring 2018, adds another option for students to track their academic progress. Students may obtain, at no charge, a college transcript. Unofficial transcripts can be accessed through SIS. Official transcripts can be requested through SIS or obtained directly through the Registrar's Office. The transcript indicates course numbers, titles, number of credits, grades for each course, and the semester in

which each course was taken. Course descriptions are available in the *College Catalog* and on the College website. Syllabi are available upon request. A representative set of Syllabi are available in the electronic Workroom, organized by AFA.

WMCC's academic policies are clearly stated in the *Student Handbook*. Instructor policies are listed on course syllabi. The College does not tolerate cheating or plagiarism. Faculty may review submitted assignments through TurnItIn or other software programs. These programs review work for plagiarism from within the College, from within institutions of higher education across the United States, and from within the Internet. These tools help ensure the academic integrity of the College curriculum.

Definition of a Credit Hour

WMCC, in accordance with System-wide policy, defines a credit hour as the equivalent of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for fifteen or sixteen weeks. A credit hour shall be allocated based on the following allocation table:

Category	Contact Hours per Week	Contact Hours per Semester (based on a min. 15 wk. semester)
Direct Faculty Instruction	1	15
Laboratory	2 or 3	30-45
Clinical	3 to 5	45-75
Practicum, Fieldwork	3	45
Internship	3 to 6	45-90
Co-op	Variable by Dept.	Variable by Dept.

One instructional hour is equal to either fifty minutes of time in the classroom, in the laboratory or studio, or with direct faculty instruction, or sixty minutes of time in clinical, practicum or fieldwork, internship, or co-op. Awarding credits for coursework offered in formats other than face-to-face (e.g., online, hybrid, accelerated) is based on documentation that demonstrates equivalency to the above allocation table. The Academic Affairs Office retains this documentation.

As alluded to above, faculty (whether F/T or adjunct) have the Syllabus Template to follow when planning courses. This template requires information related to WMCC's definition of a credit hour. Among other features, the template includes a Course Description, Student Learning Outcomes, Methods of Instruction/Learning Activities, Methods of Assessment, Course Expectations, Policies, and a Course Timetable. These features allow instructors to document how students will meet course learning outcomes and fulfill the credit-hour definition. The Timetable provides a week-by-week calendar of class meeting times, assignments, and other assessment pieces. Should an instructor cancel a class during the semester, the instructor is expected to provide an alternative class meeting or activity, such as online discussions, outside assignments, or exercises in other approved modalities. Once syllabi are completed, instructors must submit them to their Program Coordinator or Department Chair for approval. The Program Coordinator or

Department Chair signs off on each syllabus and submits it to Academic Affairs for electronic filing. The VPAA or assigned designee is responsible for approving the syllabi of Department Chairs.

For new courses, changes in existing courses, or other course modifications, Program Coordinators or Department Chairs submit proposals to the Curriculum Committee. Historically, the System-wide "A" forms have been used for these submissions. The type of change or modification determines which A form to use. There are no formal "in-house" documents for these types of proposals. Concerning new courses in particular, the A form does not require the Program Coordinator or Department Chair to define the credit hour, nor does it require documentation indicating how the new course will meet the required credit hours.

Alternative Delivery

Over the past few years, WMCC has increased the number of courses it offers in alternative-delivery modalities (e.g., online, hybrid, and video-conference courses). Instructors of these modalities must also submit a document called the Alternative Delivery Proposal Form. This form ensures that faculty who teach alternative-delivery courses adhere to the definition and expectations of the credit hour. The form is submitted to the Alternative Delivery Committee, who either approves it or sends it back to the instructor for further work. WMCC created this Committee specifically for this purpose: to review and evaluate courses offered online, as hybrids, and *via* video conferencing, thereby assuring that each course is aligned with course-specific outcomes and rubrics. All proposals and subsequent approvals (whether traditional or alternative delivery) are reviewed on a three-year cycle. (See Alternative Delivery Committee Minutes.)

To assess non-traditional modes of delivery, WMCC has not only created the Alternative Delivery Committee but also adopted the eDesign Rubric, developed through a grant obtained by CCSNH that defines course quality standards for courses and programs offered 100% online. The rubric contains six key research-based indicators, all of which are assigned a point value based on the importance of the indicator. These six are as follows:

1. Digital Learning Tools
2. Expectations and Syllabus
3. Starting Point and Student Support
4. Interaction and Learning Strategies
5. Gauging Student Success
6. Navigation

APPRAISAL

Assuring Academic Quality

WMCC's open-enrollment policy has a direct impact on student performance, student retention, and student completion. This policy allows students to be admitted who may not be academically ready nor socially prepared for the academic rigors of post-secondary education. Programs can be affected as a result. In some cases, these programs may have to be proactive,

such as in cases involving academic accountability, plagiarism and cheating, lab safety, academic readiness, professionalism during internships, confidentiality breaches, and inappropriate conduct in the classroom or clinical environments.

Notwithstanding these factors, the College must maintain academic integrity by insisting on high academic standards. To address the needs of underprepared students and those at high risk and to minimize attrition, the College offers advising so that students understand the academic demands and physical requirements of courses and programs. Such understanding enables these students to make prudent, well-informed decisions that increase their chances of achieving academic success. Indeed, this advising continues throughout a student's enrollment, subsequent sessions allowing advisors to track a student's progress and lend a hand when times are tough. Conversations such as these build trust, give students strategies for success, and provide a healthy reality check.

The College takes seriously its responsibility to its students and their success. In fall 2017, to bolster educational quality and maintain academic integrity, WMCC created new positions and hired qualified personnel to fill critical areas. As mentioned in Standard Three, the College hired five new P/T Program Coordinators for programs that previously had none (Massage Therapy, Human Services, Criminal Justice/Homeland Security, Business Administration/Accounting, and Resort and Recreation Management). Likewise, the College hired a much-needed English Professor, who is both Program Coordinator and Department Chair of Liberal Arts. Furthermore, as of summer 2018, the College hired a F/T AFA Chair of Education, Social and Behavioral Science as well as a P/T Program Coordinator in IT. The College is indeed moving in the right direction, taking what actions it can to ensure academic quality. Given the recent nature of these new hires, it is hard to say whether their existence has improved program oversight and produced better student advising; nevertheless, early indications are promising.

In fall 2018, upon CCA's recommendation, the System Leadership Team instituted AFAs to replace academic departments (see also Standards One and Three). This shift addresses the inconsistencies at WMCC where some programs had been placed in departments as a matter of convenience, not because of a logical affinity. Two examples are (1) the Criminal Justice/Homeland Security Program fell within the Allied Health and Commerce Department, and (2) the Culinary Arts Program fell within the Arts and Education Department. Though WMCC has been very active in institutionalizing these AFAs, more work needs to be done, such as building common first semesters, developing math pathways, and creating on and off ramps. For the College to implement this initiative effectively, collaboration and communication are imperative.

Student evaluations are another way WMCC safeguards academic quality and integrity. Students are asked through email to complete anonymous electronic evaluations for every course they take, face-to-face (using IOTA Onsite Course Eval) and online (using IOTA Online Course Eval). Faculty receive aggregated information from completed student evaluations, which give faculty members an opportunity for reflection and self-improvement. This information is likewise available to the respective Department Chairs and Program Coordinators, who review and assess the evaluations to identify potential weak points and to devise strategies for improvement. One challenge regarding these evaluations has been low student participation. In

2011, WMCC moved away from paper evaluation forms and contracted with a vendor called CoursEval to administer evaluations online. Response rates settled in at under 30%. In 2015, WMCC changed vendors again, hoping to increase response rates. The current vendor, IOTA Solutions, provides more prompts for students and faculty, with easier access and well-timed email reminders to students urging them to complete the forms. As shown in the Workroom document Course Evaluation Student Response Rates, the College saw an increase in response rates to between 40% and 50%, but in fall 2017, rates dropped back below 30% (for further details, see Standard Six, Appraisal).

To improve response rates, Academic Affairs has experimented with different ways to administer these surveys. It tried issuing them at three different times during the semester so that students enrolled in courses that were shorter than sixteen weeks would be asked to fill out the survey when they were finishing the courses, rather than having to wait until the end of the semester. This strategy failed to bring about the improvement it sought. One strategy that has worked is for support staff to go directly into classrooms and administer the online surveys in person, but this approach is costly. Remarkably, some faculty have consistently high response rates, while others have consistently low ones. This discrepancy suggests that the College may be able to improve its overall response rates by getting all faculty to model their approach after the fashion of those whose response rates are high.

Program Review and Advisory

Program Review is another area where the College is making adjustments. In 2009, WMCC created a process by which department reviews were to happen every five years. The College followed this process as outlined in the Workroom document Academic Program Review Guidelines from 2010 to 2015, but Department Chairs found it cumbersome. In order to establish a more meaningful and productive review process, a member of the faculty brought a proposal before Department Chairs early in 2017 (see Standard Two). Since then, Chairs have discussed the matter and made revisions to the original proposal, and the revised proposal (see Academic Program Review Proposed New Format) has been pilot tested. At this stage, the College also has a new streamlined form that offers a yearly snapshot of program performance. Hence, beginning in spring 2018, Program Coordinators do annual program reviews, which subsequently become the foundation for the cyclical five-year program reviews, a process that ultimately lends itself to program accountability and meaningful assessment.

Still, the College needs to do more. Traditionally, program assessment and the decision to offer new programs have relied on enrollment numbers, transfer data, and industry demands, not graduate success. Indeed, the lack of data from graduates, in part because of poor return rates from graduate surveys, has made it difficult for programs to assess their efficacy relative to career placement. The College anticipates that its revised methods for collecting graduate data (described in Standard Eight) will enable it to build new programs and redesign and improve existing ones based on a solid framework of information.

Academic Readiness

Another example demonstrating efforts by the College to increase student retention and success

is a new course called PROF 101: Professional Readiness, instituted in 2016. This one-credit five-week course intended for first-semester students introduced goal setting, time management, and topics related to communication and diversity. Programs that did not otherwise cover these topics adopted PROF 101 into their program profiles. In fall 2016, among students in programs that required the course, 86% of those who completed PROF 101 persisted to the following spring; by comparison, only 75% of those who did not complete it persisted. In fall 2017, the persistence rate shows a wider margin: for those who took PROF 101, the persistence rate was 93%; for those who did not, the persistence rate was 72%.

During fall 2017, in response to feedback from faculty and students, PROF 101 added basic computer-literacy skills to its outcomes and extended the duration of the course from five to eight weeks. In fall 2018, the course title changed to ACAD 101: Academic Readiness to reflect its emphasis on getting first-year students acclimated to college life. Through group activities and self-assessment, students identify personal qualities and strengths, as well as areas they need to improve, to succeed at the College. Students acquire skills in time management, effective communication, problem solving, conflict resolution, goal setting, and computer literacy (i.e. navigating the LMS, uploading and downloading documents, using Word, and communicating through College email). They also learn the value and importance of diversity and inclusion. As the final project in the course, students explore educational goals and develop a life plan.

Curriculum Committee

Another area where WMCC is making adjustments to assure academic quality concerns Curriculum Committee (Curriculum Committee Minutes are posted by calendar year in the Workroom). For a period of time up to fall 2017, the Curriculum Committee met once a year during the fall. Any changes or revisions in programs or courses had to be presented to the Curriculum Committee during this fall meeting. If the Curriculum Committee approved the change, the change would not take effect until the start of the following fall semester. Working within this small window to make changes created difficulties, for all changes had to be made at once. In the case of Professional Readiness, the programs that chose to drop it from their program profiles made their appeals to the Curriculum Committee before the Program Coordinator in charge of Professional Readiness made his appeal. Hence, the sequence of appeals prevented the programs planning to drop Professional Readiness from being aware of the changes to Professional Readiness that were forthcoming.

The inefficiency of the Curriculum Committee meeting only once a year likewise became evident that same fall. Because the College has recently undertaken several new initiatives, every program has worked hard to accommodate its curriculum to these new initiatives, not the least of which is the Fifteen-to-Finish initiative endorsed by CCA. Because of this initiative, all Program Coordinators and Department Chairs were asked to evaluate their program curricula and, where appropriate, bring the maximum credit hours down to sixty. Inasmuch as every program has only one opportunity per year to present changes and modifications, the Curriculum Committee had much on the docket, in fact too much to accomplish at one three-hour meeting. In the end, Curriculum Committee had to schedule two additional sessions to get through all the material. Because of such difficulties, the Associate VPAA with the Chair of the

Curriculum Committee have taken positive action, revising the committee's schedule so that it meets at least once every month from October to April (for more on this, see also Standard Three under Internal Governance).

Ultimately, the VPAA, in consultation with the Curriculum Committee, approves any substantive changes to programs. After granting approval, the VPAA then seeks approval from the NEASC Commission prior to implementation. One example of the success of these deliberations occurred in summer 2017. The College sought and acquired approval from the Commission for an additional instructional location for the Culinary Arts Program. Since that time, the College has successfully conducted classes onsite for employees of the Omni Mount Washington Hotel. A clear indication of the enthusiasm for this partnership rests in the fact that the Omni has constructed a classroom within its hotel with all the classroom materials and technology needed for the successful delivery of instruction. (See MOU Omni Mt. Washington in Workroom.)

Alternative Delivery

Another area demonstrating WMCC's ability to recognize an inefficiency and find a solution concerns its course delivery. In spring 2018, the Alternative Delivery Committee established a review protocol (see Workroom) to confirm that all alternative-delivery courses have the same expectations and outcomes as their corresponding courses offered in face to face. To ensure that these courses meet the same outcomes, Program Coordinators or Department Chairs evaluate the content and educational material of each. This review protocol, however, was not entirely effective. Before CCSNH adopted Canvas in summer 2018, WMCC (and CCSNH generally) used Blackboard, and though Blackboard was helpful, it was in many ways cumbersome. Canvas, on the other hand, promises 99.9% uptime, better support, a platform that can be accessed by any device, and a student/teacher application for mobile access. More to the point, Canvas makes the Alternative Delivery Committee's review protocol seamless with embedded tools that tie outcomes to assignments.

WMCC's online coursework raises another issue: ensuring the person submitting course work for a grade is the same person receiving credit for the course. WMCC has a mechanism in place for such assurance. To access Canvas, students must set up their Easy Login information through SIS. To access SIS, students provide their social security number (or student identification number) and their date of birth. Such confidential information for account access provides verification that the person submitting work online is the registered student. In addition, faculty get to know their students' writing styles through discussion boards and previous face-to-face course interactions. This familiarity allows faculty to notice any discrepancies in writing style and quality, thereby providing a safeguard to ensure that students are submitting their own work.

For the purpose of enhancing student academic access, the College also uses video conferencing and Zoom, the latter a web-based meeting room. Students from multiple locations can participate in a class or student organizations using these tools. Such audio/visual access is likewise available through Canvas. Students who become ill or are otherwise indisposed may request audio/video access to a class so that their indisposition does not get in the way of their achieving educational goals.

Undergraduate Degree Programs

WMCC takes various measures to assess program quality, including student course evaluations, faculty classroom observations, industry testing, and state and national exams. Theoretically, the structure of WMCC's undergraduate degree programs provides a sequential progression of competencies, outcomes, and cognitive skills: higher-level courses draw upon and develop knowledge that students gain from foundational courses. (See Syllabi by AFA.) Likewise, each undergraduate degree program theoretically achieves continuity within the different modalities through standardized course syllabi and uniform course learning outcomes. For some programs, however, such structure and standardization are a work in progress (e.g., Liberal Arts and Interdisciplinary Studies). Indeed, to improve the logical connection between course outcomes and program outcomes, the new Liberal Arts Chair is currently assessing the Liberal Arts Program and all of its course learning outcomes and has recently given a faculty workshop on the Berlin campus on how to write measurable outcomes. The College's appointment of six new Program Coordinators is likewise facilitating the standardization of program and course assessment.

As for measuring and assessing student achievement and success, WMCC's programs vary in their approach (see Standard Eight for further details besides the examples discussed below). Programs in the trades have trade-specific outcomes that are clearly defined and easily measurable. See, for example, the student learning outcomes in the syllabi for Advanced Welding Technology, Automotive Technology, and Diesel Heavy Equipment Technology. In addition, the Advanced Welding Technology Program, along with the Medical Assistant Program, uses competency-based checklists to determine whether students are achieving the requisite cognitive, affective, and psychomotor skills. As students demonstrate each competency, these programs document their achievement of it as it relates to required program-specific accreditation standards.

In working to map course outcomes onto program outcomes, the Nursing Program provides a good example. The Nursing Program ensures that students meet specific learning outcomes through each of the five Nursing courses. The program uses a crosswalk to develop lectures and activities that relate to these outcomes. One learning outcome in Unit Three of NURS 111W: Nursing I is to define Situation, Background, Assessment, and Recommendation (SBAR), a tool used to standardize communication within healthcare organizations. Students define SBAR through role play, a jeopardy game, and a quiz that asks about each element of SBAR communication. In short, each unit crosswalk links with each unit's learning outcomes. The Nursing 1 Unit 3 Communication Crosswalk provides a visual depiction of the unit's objectives, course content, learning activities, and evaluation strategies.

To be sure, the Nursing Program has high standards for assessing student learning and uses a test blueprint to verify that test items are valid and reliable. Not only does the test blueprint link each test or quiz question to the learning outcomes, but it also links each test or quiz question to the Quality and Safety in Nurse Education (QSEN) objectives and Bloom's taxonomy. Moreover, the Nursing Program uses quantitative rubrics to standardize grading practice and clinical evaluation, as well as to evaluate competency in clinical skills (see example in the Workroom).

Articulations

WMCC currently has articulation agreements that support student access to four-year colleges and universities throughout the region. (See College Articulation Agreements in the Workroom as well as Dual Admissions USNH in the Workroom under Standard One.) These agreements include those with Plymouth State University and its Teacher Education Program, Southern New Hampshire University and its Registered Nursing Program, Springfield College and its Human Services Program, and UNH and its College of Life Science and Agriculture Program. The College also has more general articulation agreements with the University System of New Hampshire (USNH), including UNH, UNH-Manchester, Keene State College, Plymouth State University, and Granite State College. All of these agreements offer WMCC students a path to continue education beyond an associate degree.

These latter articulation agreements with USNH derive from (1) the Humanities Collaborative Grant between UNH and the community colleges within CCSNH (a grant designed to promote the humanities in rural New Hampshire) and (2) the New Hampshire 2+2 GPS initiative whereby students enrolling at WMCC complete an associate degree at WMCC before transitioning to one of the members of USNH to complete a bachelor's degree. Both of these agreements offer a great way for students to begin a four-year degree, allowing them to acquire quality education at one of the seven community colleges during their first two years at a reduced price. Although these articulation agreements have been formalized, more work is needed. Specifically, WMCC needs to make sure its courses have course equivalencies to those at UNH. In other words, the courses offered at WMCC must resemble corresponding courses at UNH with similar content and similar student learning outcomes before UNH will accept them for transfer as either electives or major requirements. (For course-specific transfer equivalents for New Hampshire colleges and universities, see https://www.nhtransfer.org/.)

To be clear, many course equivalencies have already been established across the System. Faculty in Math and the Life Sciences, for example, have created course equivalencies for Human Anatomy and Physiology 1, Human Anatomy and Physiology 2, Microbiology, and Pre-Calculus. Many courses in the Liberal Arts (including English, the Humanities, and the Social Sciences) have likewise received approval for course equivalencies, and others are currently under review. The difficulties are that (1) establishing these course equivalencies takes time, and (2) once UNH has approved a course equivalency, getting the message out to academic advisors requires work. In fact, students are often unaware that a course they are taking at WMCC has been approved for transfer credit. Furthermore, these transfer equivalents indicate only that the receiving institution will accept the credits, not that those credits will apply to the student's major program of study. This distinction is critical, drawing a line between transferability and applicability that may unintentionally prolong the time it takes for students to complete their bachelor's degrees should they choose to transfer.

Consistency of Completion Rates

WMCC has recognized a discrepancy in course completion rates between its onsite and online classes. Namely, student completion rates are lower in online courses than they are in face-to-face courses. As seen in Data First Form 8.4, the completion rate for online courses runs at

approximately 75%, while those for onsite courses runs at around 85%. Notably, the Alternative Delivery Committee, in consultation with the Institutional Researcher, has discovered that students in 100% online programs have strong course-completion rates. Students who are less likely to complete are those matriculated in a face-to-face program who take a course or two online. (See Data for Alternative Delivery 20180620.)

On a positive note, WMCC is making it easier for students to change majors. As part of the CCA initiatives, institutionalizing AFAs entails establishing similar first-year requirements across all programs, such as MATH 120: Quantitative Reasoning and ENGL 120: College Composition, so that students do not lose valuable credits should they choose to change majors. The Nursing Program has taken further steps. If a nursing student fails to fulfill the requirements for the associate degree in Nursing, that student may transition to the Medical Assistant Program and apply credits already earned through the Nursing Program. He or she may do so because the Medical Assistant Program accepts the first semester of the Nursing I curriculum as the equivalent to the Medical Assistant Program's Clinical I course. In order to notify students who may be struggling that the Medical Assistant Program is a viable alternative, the Chief Business Affairs Officer (CBAO) creates a list of these students and submits it to the Office of Student Services. To serve the students even better, the College should make sure they are aware of this option early in their academic career.

General Education

As described earlier, WMCC's General Education requirements ensure that all matriculated students receive a well-rounded education beyond the specifics of their major, an education that defines what the College understands as "an educated person." Currently, WMCC has an Educated Person Statement. Its description, however, is too long and involved for practical use (see also Standard Eight). This impracticality became evident when the College made a concerted effort to map competencies onto its courses, creating a four-page form containing eight core competencies, each one being further broken down into subcategories. Faculty then completed this form for each of their courses, indicating whether each of the competencies was addressed and assessed, and if assessed, how the assessment was performed. While reviewing these forms (see physical Workroom), Academic Affairs quickly became aware that faculty were assessing far fewer competencies than were identified in the Educated Person Statement. In General Education courses, specifically, there were significant gaps. In August 2015, this exercise produced a spirited discussion with the VPAA in which faculty offered a variety of perspectives on the value of communication skills and human relationship for students at WMCC.

This August meeting, however, also revealed significant challenges. Namely, the Educated Person Statement was being discussed at a time when all F/T Liberal Arts faculty in English, Math, Social Science, and Physics had been laid off or retired the prior academic year. Academic departments were also being restructured. The College went from having a single department of Liberal Arts (broadly conceived) to a structure that separated the Natural Sciences and Math from the Social Sciences and Humanities. Adding to the challenge, these new departments suddenly became heavily dependent on adjunct faculty, who needed to be hired, oriented, and supervised. Institutionally, the College was overwhelmed with practical

matters that did not allow time for revising the Educated Person Statement. In AY 2017-2018, the College—in a better place through new initiatives, new hires, and restructuring—assembled an *ad-hoc* committee to revise the Educated Person Statement: its purpose, to create a more concise, streamlined version of the statement; to establish a clearer connection between it and WMCC's course and program outcomes; and to ensure that the College's General Education Program includes an array of courses in a variety of disciplines to fulfill what the College considers to be an educated person. The work of this committee is ongoing.

Integrity in the Award of Academic Credit

Because the definition of a credit hour has a direct bearing on the award of academic credit, WMCC recently revised the *College Catalog* to include this definition (located in the academic policies section) so that students and faculty are better informed about what constitutes a credit hour. Notwithstanding its inclusion, the College can still improve making the credit-hour policy and definition available. One way it has done so is through the newly revised [Syllabus Template](#) that all faculty must use. This template allows instructors to clarify how they intend to meet the definition of a credit hour and what policies both faculty and students must adhere to. It now becomes incumbent upon Program Coordinators and Department Chairs to ensure that syllabi do in fact reflect the amount of time and work required to fulfill the requisites of a credit hour and that F/T faculty and adjunct instructors include all features embedded in the new template. College administrators must likewise keep F/T faculty and adjunct instructors abreast of any changes in policies and out-of-class work requirements.

Furthermore, as mentioned in this Standard's Description above, WMCC has "A" forms (used System wide) that are submitted to Curriculum Committee for new course proposals, changes in existing courses, and the like. Also mentioned in the Description section above, WMCC uses the Alternative Delivery Proposal form for existing face-to-face courses being converted to an alternative modality. These forms have undergone careful scrutiny and revision to ensure that any new course or any existing course being run in a different modality meets the requirements of a credit hour. Because the A forms lack adequate detail regarding this matter—they do not require documentation of program or course outcomes, nor do they list the number of credits in compliance with the credit-hour policy—WMCC has created its own in-house forms. These present a more comprehensive overview of the proposals and are more specific relative to credit hours, policies, course outcomes, and expectations.

With these changes in forms and a revised syllabus template and with industry and diligence on the part of administrators, Department Chairs, and Program Coordinators, WMCC is now better positioned to monitor and evaluate its courses and instructors in all modalities and across all campuses for the quality and rigor appropriate to the standards of an institution of higher education. In this way, WMCC maintains integrity in its award of academic credits. One example that shows such industry and diligence is that, in 2016, the College became aware that its academic programs were experiencing a condition known as "credit creep." To contain it, the College charged Department Chairs and Program Coordinators to reduce the number of credits in their programs. Since that time, the College has seen results. In AY 2015-2016 and AY 2016-2017, students required an average of sixty-eight credits to earn an associate degree. In AY 2017-2018, that average dropped to sixty-six credits; and in AY 2018-2019, it dropped

even further to sixty-four (see the Minimum Credits Required by Program table in the Workroom). The College anticipates that such a reduction will result in higher rates of student completion in a shorter timeframe, particularly for P/T students. It is also important to note that one of CCA's strategies to improve completion rates is the Fifteen-to-Finish model (see Standard One), which works only in those programs that require sixty credits for students to complete their degree.

Enhanced Credit Transfer Initiative

Five years ago, the Commission approved the "Enhanced Credit Transfer Initiative" in response to proposals submitted by each of the seven CCSNH colleges. As summarized by the Commission in its letter to the College on October 28, 2013, "the goal of the initiative is to enhance educational access, operational efficiency, and the delivery of educational services across the state by improving course credit transfer processes and broadening the range of courses available to students." This initiative came from the BOT, and as such, the Chancellor's Office has driven its implementation. WMCC representatives (as well as representatives from the other six colleges) have been involved throughout the process, but WMCC does not control the process.

Among the implementation steps listed in the Commission's letter are several that presuppose a shared student database across CCSNH. While all colleges had been using Banner for years at the time of the proposal, each college had its own Banner database. The seven community colleges did not have access to one another's data. When students attended more than one of the colleges, they received a different Student ID number at each. In order to achieve System-wide transcripts or a common registration process (two of the implementation steps outlined), CCSNH first needed to create a shared database environment through what became known as the System Banner Revitalization (SBR) project. During summer and fall 2015, the colleges finally migrated to this shared environment, a process supported through a contract with Ellucian (Banner's parent company). The move to a shared environment was extremely complex, and CCSNH continues to identify and address unanticipated consequences. Prior to the move to shared Banner, Institutional Research had a robust System-wide data warehouse. Now, three years later, a functional data warehouse has not been established for shared Banner. At WMCC and throughout CCSNH, Institutional Research manages a series of work-arounds to complete daily reporting tasks. Offices with less need to reach back before summer 2015 (into "legacy" Banner), such as Admissions, Financial Aid, and the Registrar, encounter fewer problems.

In creating the shared Banner environment, CCSNH standardized subject prefixes (MATH, ENGL) and generated some common course numbering across the System, hoping such actions would enable students to move a course such as College Composition across colleges without their having to go through the course transfer process. Such has not been the case. Into summer 2018, students were still required to request a transcript from one CCSNH college in order to transfer course credits to another. In August 2018, the System came closer to its goal by allowing colleges to print lists of completed courses for students who indicated that they had credits to transfer. This request still goes through the transfer process in Academic Affairs, only without the use of an official transcript.

SBR created the foundation for implementing tools for students. A System-wide Student Information System (SIS) went live in March 2015. SIS gives students access to credit and grade information across CCSNH. In 2016, CCSNH deployed DegreeWorks for students and their advisors to track students' progress toward a credential. DegreeWorks is degree-audit software capable of responding to "what if" scenarios: for example, students who wish to enter a different program can see how their credits apply if they change majors. Unfortunately, this only works within a single college, not across the System: courses do not appear in DegreeWorks until they have been transferred to the home institution. Other processes remain manual and time-consuming, including streamlining financial aid processes for students enrolled at more than one campus and tracking the completion of prerequisites before students register for courses.

While the work of creating shared Banner officially ended in May 2015, the many interrelated components, including DegreeWorks and SIS, must still be managed. Departments are in the process of digitizing student documentation so that such documentation can be easily shared across the System, sharing that will facilitate admissions and financial aid processes. Complexities arise when new products, such as EAB Navigate, need to interface with shared Banner. Colleges once familiar with setting their own guidelines about how to code a given variable in Banner must now reach consensus. As a result, CCSNH has revived the Data Governance Committee. Work on this entire set of interrelated transfer initiatives remains ongoing, overseen by an advisory committee that includes representatives from each CCSNH college, as well as from the Chancellor's Office. WMCC's representative is the VPSA.

PROJECTIONS

To ensure WMCC provides quality education in accordance with its mission and values, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will review new academic program proposals in light of the Strategic Plan pillars.	Academic Affairs/ Curriculum Committee	Ongoing
WMCC will solidify already-in-progress articulation agreements and then build upon these agreements to facilitate more access for North Country residents.	Academic Affairs/ Transfer Counselor	Ongoing
WMCC will standardize each course across all modalities and locations and develop more measurable student learning outcomes and program outcomes.	Academic Affairs/ AFA Chairs/Program Coordinators	By 2020

WMCC will revise its Educated Person Statement so that course learning outcomes lead to program outcomes that logically lead to the core competencies embedded in the Educated Persons Statement. The College will also revise outcomes so that they are measurable.	Institutional Researcher/ AFA Chairs/ Program Coordina- tors	2019
WMCC will ensure that each AFA has one Department Chair with Program Coordinators for each academic program.	The College's Leadership Team	2018
WMCC will monitor and evaluate the impact its co-requisite models have on retention and completion.	Academic Affairs/ Institutional Researcher	Spring 2019
WMCC will increase participation in, access to, and use of the student evaluation system for course improvement.	Academic Affairs/ Institutional Researcher	AY 2018-2019
WMCC will implement the newly conceived Program Review process, tracking its annual progress and documenting the results.	Academic Affairs/ Institutional Researcher	AY 2019-2020

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)
Fall Enrollment* by location and modality, as of Nov 13, 2017 ^^

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Doctoral	Total Degree-Seeking
Main (Berlin) Campus FT	61				61
Main (Berlin) Campus PT	98				98
Littleton Academic Center FT	12				12
Littleton Academic Center PT	44				44
North Conway AC FT	6				6
North Conway AC PT	16				16
Omni Mt. Washington (Bretton Woods) FT	0				0
Omni Mt Washington (Bretton Woods) PT	4				4
Distance (Online) Education FT	8				8
Distance (Online) Education PT	87				87
Correspondence FT **					0
Correspondence PT					0
>1 Location FT	104				104
>1 Location PT	105				105
Dual Enrollment FT ***	0				0
Dual Enrollment PT	0				0
Unduplicated Headcount Total	545	0	0	0	545
Total FTE	373.40				373.40
Enter FTE definition:	# credits / 15				
Degrees Awarded, Most Recent Academic Year (2016_17, Fall Header)	111				111

NOTES: * Headcount: each student enrolled for credit in the fall semester is listed once on either this form or Form 4.2 --- ^^ These numbers are for Fall 2017 (201810), as of November 13, 2017. This isn't the census date, but it is after all dual enrollment registration is in place. WMCC uses this later date on its annual reports to NEASC as well. --- Berlin, Littleton, North Conway, and Online ("Distance") numbers are for students who are enrolled EXCLUSIVELY at that location. Students at multiple locations, or who are both online and in face-to-face courses, are listed as "More than 1 Location." --- ** "Correspondence" refers to students at the NH State Prison, with whom instructional contact is provided entirely via US mail. *** "Dual Enrollment" means high school students enrolled in Running Start and eStart. --- The Veera Client job that generates these numbers is STD 4 Fall Enrollment by Degree and Location. --- The number of degrees is for AY2017 (201710/20/30), AA, AS, and AAS, generated using Veera Client job Graduates AY2017. Last update SW 6/15/2018.

DFF 4.1

Standard 4: The Academic Program
(Summary - Non-Degree Seeking Enrollment and Awards)
Fall Enrollment* by location and modality, as of Nov 13, 2017 ^^

Degree Level/ Location & Modality	Certificate-Seeking: Title IV Eligible	Certificate Seeking: Not Title IV Eligible	Non-Matriculated Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main (Berlin) Campus FT	33	0	0	33	61	**94**
Main (Berlin) Campus PT	13	3	4	20	102	**122**
Littleton Academic Center FT	7	0	1	8	12	**20**
Littleton Academic Center PT	10	0	20	30	44	**74**
North Conway AC FT	0	0	1	1	6	**7**
North Conway AC PT	1	0	10	11	16	**27**
Omni Mt. Washington (Bretton Woods) FT				0	0	**0**
Omni Mt Washington (Bretton Woods) PT				0	4	**4**
Distance (Online) Education FT	1	0	0	1	8	**9**
Distance (Online) Education PT	15	0	29	44	87	**131**
Correspondence FT				0	0	**0**
Correspondence PT				0	0	**0**
>1 Location FT	10	0	1	11	104	**115**
>1 Location PT	7	0	7	14	105	**119**
Dual Enrollment FT **	0		18	18	0	**18**
Dual Enrollment PT **	0		365	365	0	**365**
Unduplicated Headcount Total	97	3	456	556	545	**1,101**
Total FTE	79.87	0.60	154.40	234.87	373.40	**608.27**
Enter FTE definition:	# credits / 15					
Certificates Awarded, Most Recent Academic Year (2016-17, Fall Header)	108	7				

NOTES: * Headcount: each student enrolled for credit fall semester is listed once on either this form or on Form 4.1.   ---   ^^ These numbers are for Fall 2017 (201810), as of November 13, 2017. This isn't the census date (see note on Form 4.1).   --- Berlin, Littleton, North Conway, and Online numbers are for students who are enrolled EXCLUSIVELY at that location. Students at multiple locations, or who are both online and in face-to-face courses, are listed as "More than 1 Location." ---   ** "Dual Enrollment" means high school students enrolled in Running Start and eStart. ---   The Veera Client job that generates these numbers is STD 4 Enrollment by Degree and Location Parameterized. ---   Number of certificates awarded includes all awards from 201710/20/30; graduates with two awards are counted twice. Last update SW 6/15/2018.

DFF 4.2

Standard 4: The Academic Program
(Fall Headcount by UNDERGRADUATE Major)

Students Seeking: Certificate (Title IV Eligible)	Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Next Year (Goal*) (Fall 2019)
Advanced Welding Technology	36	27	12	29	24	30
Autism Education	26	1	3	2	2	2
Automotive Technology	41	7	8	6	4	3
Baking & Pastry Arts	33	3	2	0	1	2
Business Administration	33	1	4	3	X	X
Career & Technical Education	25	3	1	0	0	0
Commercial Driver Training	16	10	4	6	2	5
Criminal Justice/Homeland Secu	33	2	2	0	0	0
Cybersecurity & Healthcare IT	21	0	0	X	X	X
Culinary Arts	33	1	2	2	0	2
Diesel Heavy Equip (Mobile) Tech	29	0	2	4	0	4
Driver Education Instructor	17	---	---	3	0	3
Early Childhood Education	30	5	4	3	4	4
Entrepreneurship	33	1	2	2	2	1
Environmental Science (PCERT)	35	0	0	0	X	X
Financial Svcs (was Banking/Fin)	24	---	---	0	5	6
Health & Wellness Coach	30	2	1	1	0	2
Health Science Technology	24	X	X	X	X	X
Human Services	28	2	1	0	1	0
Industrial Maintenance Millwright	36	4	11	1	0	0
Information Technology	20	1	2	1	0	1
Library Technology	28	0	5	5	1	4
Massage Therapy	37	12	13	5	6	6
Medical Assistant	53	3	6	10	9	10
Medical Coding	31	9	3	7	8	7
Office Assistant	25	0	1	0	X	X
Outdoor Recreation Management	31	X	X	X	X	X
Patient Care Specialist	32	---	---	0	6	5
Special Education	25	1	2	1	1	1
Veterinary Assistant	19	---	---	---	11	16
Water Quality Technology	18	0	1	3	0	1
Certificate (not Title IV Eligible)						
Entry-Level Child Care	12		1	1	1	1
Health & Wellness Advocate	6		3	X	X	X
Phlebotomy	7		5	3	X	X
Total Certificates		95	101	98	88	116

Programs highlighted in blue are available 100% online.

DFF 4.3, page 1

Students Seeking: Associate Degrees	Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	*Next Year (Goal*) (Fall 2019)*
Accounting A.S.	65	23	21	16	15	*18*
Advanced Welding Technology A.S.	70	15	19	1	X	*X*
Automotive Service Management A.A.S.	67	2	1	1	0	*1*
Automotive Technology A.A.S.	65	15	14	15	9	*20*
Baking & Pastry Arts A.S.	68	6	7	7	8	*7*
Business Administration, A.S.	61	30	39	38	26	*35*
Office Mgmt/Administrative A.S.	63	2	2	0	2	*0*
Criminal Justice/Homeland Security A.S.	62	17	27	24	14	*20*
Culinary Arts A.S.	68	12	8	13	18	*12*
Diesel Heavy Equipment Technology A.S.	67	23	28	25	23	*27*
Early Childhood Education A.S.	65	23	18	12	10	*12*
Environmental Science A.S.	67	3	6	7	6	*10*
Environmental Technology A.S.	70	1	1	X	X	*X*
Health & Wellness Facilitator A.S.	60	1	3	1	3	*2*
Health Science A.S.	60	81	99	102	62	*95*
Human Services A.S.	65	26	29	34	19	*32*
Information Technology A.S.	65	15	20	17	16	*20*
Interdisciplinary (General) Studies A.S.	66	34	24	19	14	*22*
Liberal Arts A.A.	60	53	76	71	43	*70*
Medical Assistant A.S.	69	42	43	30	26	*27*
New Business Economy A.S.	64	---	0	0	0	*0*
Nursing A.S.	69	32	54	57	53	*60*
Office Management/Medical A.S.	60	10	12	5	6	*5*
Resort & Rec Mgmt, Adventure Leadership	65	0	1	0	0	*1*
Resort & Rec Mgmt, Conference Services A	60	0	0	1	2	*3*
Resort & Rec Mgmt, Hotel Administration A.	60	1	2	3	2	*4*
Surveying Technology A.S.	64	3	1	X	X	*X*
Teacher Education A.A.	63	33	37	34	26	*34*
Trades Management A.S.	62	---	---	2	0	*1*
Undeclared, includes Early College		61	81	69	28	*65*
Total		564	673	604	431	*603*
Total Undergraduate		659	774	702	519	*719*

Programs highlighted in blue are available 100% online.

NOTES: * The number of credits students must complete in order to earn the credential. Number of Credits is from the 2018-19 catalog, except for discontinued programs: the Health Science Technology certificate (2012-13 Catalog), the Outdoor Recreation Management certificate (2014-15 Catalog), the Environmental Technology degree (2014-15 Catalog), the Surveying Technology degree (2014-15 Catalog), and other programs not in the 2018-19 catalog. When a range of credits appears in the catalog, the minimum required total was recorded here. ** "Goal" column are estimates from program coordinators made in April of 2018. --- Enrollment values are not "census date" numbers; they reflect enrollment across the semester for 2015, 2016, and 2017. Enrollment for 2018 is current as of the late date on this form.   --- Veera Client job is STD 4 Fall Enrollment by Program --- Each student is counted once, even if seeking more than one credential. Only fall semester enrollment is included: no spring or summer. This causes us to "miss" students who enroll in very short-term, non-Title-IV eligible programs of less than 16 credits in the spring or summer semester.   Also misses pipe welding (summer). ECOL students are counted under "Undeclared", as they do not have a program. --- Last updated 5/16/2018 with program coordinator estimates (SW) PRIMARY PROGRAM only -- Credit hours updated 7/17/2018 SW, degrees added 8/1/2018. Fall 2018 enrollment is current as of 8/8/2018

Data First Form 4.4 (Graduate Education) DOES NOT APPLY TO WMCC

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Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department across the Academic Year (Fall semester is header)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year Actual*	Current Year (goal)	Next Year Forward (goal)
Academic Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2018-19**	**2019-20**
Nursing	549	901	1,005	**	**	**
STEM	7,712	7,990	7,109	**	**	**
Mobile Technologies	1,244	1,255	1,431	**	**	**
Education, Liberal Arts, & Culinary Arts	7,129	7,448	6,637	**	**	**
Allied Health & Commerce	2,951	3,340	3,043	**	**	**
Arts & Humanities	**	**	**	859	3,500	3,300
Business	**	**	**	291	750	700
Education, Social, & Behavioral Science	**	**	**	1,223	3,150	3,010
Health Science & Services	**	**	**	1,470	3,755	3,505
Hospitality & Culinary	**	**	**	234	450	440
Industry & Transportation	**	**	**	877	2,760	2,700
STEM & Advanced Manufacturing	**	**	**	824	3,900	3,700
Total	19,585	20,934	19,225	5,778	18,265	17,355

Information Literacy Sessions

Main campus

Sessions embedded in a class	14	13	21	0	21	21
On-demand individual sessions	***53	60	86	0	86	86

Branch/other locations

Sessions embedded in a class	14	10	23	0	23	23
On-demand individual sessions	0	0	0	0	5	5
Sessions embedded into Running Start			5	0	10	10
Online sessions	****	****	****	0	****	

URL of Information Literacy Reports: not available

NOTES: * "Current Year Actual" is fall credits only, preliminary as of 8/10/2018. ** WMCC's departmental structure was changed to Academis Focus Areas just prior to the start of the 2018-19 academic year. Cells marked with double asterisks indicate that this department/AFA did not exist during this academic year. Credits are categorized by the teaching department, not by the student's program: for example, College Composition taken by an Automotive Tech student is counted in Liberal Arts/Arts & Humanities, as an English course. --- In this table, the Academic Year has fall as the header: 2015-16 includes the Fall 2015, Spring 2016, and Summer 2016. Numbers include dual enrollment (Running Start and eStart). Registration statuses include NAs. Updated 6/19/2018 (SW) Goals created forecasing a 5% decline 7/13/2018 SW with CL. Updated 8/10/2018 SW

***The On-demand session cell marked with triple asterisks reflects a prior definition reference interviews pertaining to research and information literacy, involving a review of notes about the interview by the Library Director. The current definition of On-demand individual sessions are interviews rating a 4-6 on the Reference Effort Assessment Data, or READ scale. In all cases, these sessions were either scheduled with a librarian, or were performed on a drop-in basis. Updated 7/30/18 (ML)

**** Cells marked with quadruple asterisks should be interpreted as such: although online information literacy online sessions do occur, there is no current methodology in place to quantify them. With the transition to Canvas in summer 2017, the Library Director is working with the technology department ro find a solution. Updated 7/30/2018 ML

DFF 4.5

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department/AFA across the Academic Year (Fall header)

Program Examples	Department Structure effective Fall 2015 through Summer 2018	3 Years Prior 2015-16	2 Years Prior 2016-17	1 Year Prior 2017-18	Academic Focus Areas (AFAs) effective Fall 2018	Current Year GOAL 2018-19	Next Year Forward GOAL 2019-20
Automotive, Diesel Heavy Equipment, CDL	Mobile Technology	1,244	1,255	1,431	Industry & Transportation	1,250	1,200
Welding, IMM, Trades Management	STEM	1,897	1,839	1,547	Industry & Transportation	1,510	1,500
Chemistry, Environmental Science, Math	STEM	4,311	4,575	4,069	STEM	3,900	3,700
Health Science	STEM	1,504	1,576	1,493	Health Science & Services	1,450	1,350
Nursing	Nursing	549	901	1,005	Health Science & Services	1,005	1,005
Medical Assistant, Massage	Allied Health & Commerce	1,546	1,597	1,371	Health Science & Services	1,300	1,150
Accounting, Business	Allied Health & Commerce	734	888	783	Business	750	700
Criminal Justice, Human Services	Allied Health & Commerce	650	825	841	Education, Social, & Behavioral Science	750	710
Teacher Education, Early Childhood	Education/Liberal Arts/Culinary Arts	2,981	3,025	2,589	Education, Social, & Behavioral Science	2,400	2,300
English, Philosophy, History	Education/Liberal Arts/Culinary Arts	3,728	3,986	3,637	Arts & Humanities	3,500	3,300
Culinary, Baking and Pastry Arts	Education/Liberal Arts/Culinary Arts	417	437	411	Hospitality & Culinary	410	400
Hospitality	Allied Health & Commerce	21	30	48	Hospitality & Culinary	40	40
Total Credits		**19,582**	**20,934**	**19,225**		**18,265**	**17,355**
		actual	*actual*	*actual*	*projections:*	*5% down*	*5% down*

NOTES: Departments were reorganized into Academic Focus Areas (AFAs) in 2018; within each row are the same set of programs. Updated 11/21/2016 (MR); run again in 6/19/18 SW; estimates created 7/13/2018 based on forecast of 5% decline from 2017-18 to 2018-19, and another 5% decline from 2018-19 to 2019-20

Alternative DFF 4.5

STANDARD FIVE
STUDENTS

DESCRIPTION

From summer 2017 through spring 2018, WMCC enrolled 1504 students in college-credit courses. Nearly five hundred of them were high school students participating in a dual-enrollment option, leaving 1021 "regular" college students. Of these "regular" students, 91% were New Hampshire residents, 4% were Vermont residents, and 3% were Maine residents. All ten New Hampshire counties were represented: 45% of the student body came from Coös (where Berlin is located); 22% came from Grafton (where Littleton is located); and 16% came from Carroll (where North Conway is located). Of all the students, two hundred and twenty were first-time college students. Regarding enrollment patterns, 64% attended P/T, while 36% attended F/T. Of all who enrolled, 42% took only face-to-face courses, 20% took only online courses, and 38% took a combination of both. As for gender, more women were enrolled than men, women comprising 64% of the total student body. Relative to age, 47% of students were twenty-five years old or older, the average being 27.6. Traditionally, a majority of WMCC students demonstrate financial need. During AY 2017-2018, students were enrolled in forty programs, the top five being Health Science, Liberal Arts, Business Administration, Medical Assistant, and Nursing. Eighty percent were pursuing a two-year degree, while 20% were seeking a certificate. At the conclusion of AY 2018 (in May), the College awarded 205 credentials: 147 certificates and seventy-five associate degrees.

All personnel working in Student Services meet employment criteria as determined by CCSNH. They are hired based on Supplemental Job Descriptions (SJDs), their level of education, their work experience, and their expertise. SJDs provide employment specifications, along with a list of duties and accountabilities that are kept on file. The CCSNH HR Manager or WMCC's HR Officer certifies that all applicants meet minimum qualifications. Records of Student Services personnel are maintained and are available at the College and at the Chancellor's Office. Staff development funds are available to Student Services personnel based on their individual growth plans and educational requirements.

Consistent with the College Mission Statement, the Student Services Office offers a student-centered approach to enrollment and services. Student Services endeavors to ensure the success of its students, offering the resources and services that provide opportunity for students to achieve their goals. It likewise creates and supports an open and respectful environment, providing opportunities for personal and academic growth, while upholding integrity in all interactions with students, prospective students, and their families.

The WMCC Student Services Mission Statement states:

> *Student Services provides high-quality, student-focused support, assistance, and services responsive to individual needs in a caring environment that enhances success and empowers students to maximize their potential. The administration, faculty, and staff regard student services as an integral part of the total educational program at this college. A wide range of student service programs helps to meet the needs and interests*

of the student body. Every effort is made to know students as individuals and to serve their individual needs.

This Mission Statement guides every action and decision that Student Services makes. Meanwhile, the College Strategic Plan and Enrollment Management Plan help to articulate goals that inform and assist Student Services' activities. The VPSA is primarily responsible for providing administrative oversight of the Student Services Office, advocating for students, managing student disciplinary issues, and acting as the principle Student Services liaison to other departments within the College. WMCC makes sure it provides adequate services to the multiple student bodies enrolled at all of its sites.

A description of the nature, extent, and accessibility of student services is available to all students and prospective students in the *College Catalog* (available in print and online). This information is also available on the College website under the Student Services link (http://www.wmcc.edu/student-services) and in the *Student Handbook* https://www.wmcc.edu/student-services/student-handbook.

Admissions

In compliance with its mission, WMCC strives to recruit and admit a diverse student body, providing access to higher education to students in rural New Hampshire, western Maine, and the Northeast Kingdom of Vermont. The College provides appropriate support programs and services to this diverse student population. Admissions policies and procedures comply with legislative requirements concerning equality of educational opportunities. Both the *College Catalog* and the College website describe application procedures and provide a statement of non-discrimination. The Admissions Department is a member of the New England Association for College Admission Counseling and is guided by its ethical and professional practices. College personnel collaborate to develop, determine, and implement best practices in the areas of recruiting, admissions, and retention.

Among the College's diverse student body, a substantial population is non-traditional: many are working adults, single parents, displaced homemakers, dislocated workers, and individuals with disabilities. The College does not discriminate when granting admission or giving access to programs or services. Indeed, the College is committed to providing an environment free of discrimination and harassment for all employees and students, as defined by federal and state laws, as well as by System and College policies and procedures. The College has an Equity Committee that works to ensure full compliance with these policies. The College meets federal and state standards for the American Disabilities Act (ADA) and for handicap accessibility. Policies and procedures for disability services are outlined in the *Guide for Students with Disabilities*. Information is also available on the College website.

WMCC recruits traditional high school students from the Tri-State area. High school recruiting includes guidance, classroom visits, college fairs, and program articulation agreements/MOUs that show a clear connection between a student's educational and career goals and the College's programs, many of which are nationally certified. The Running Start Program allows high school students to enroll in WMCC's courses at their high school for transfer credits at a significant cost

reduction. This program increases access to higher education for many high school students and has been critical to WMCC's educational approach since 1999. To ensure its effectiveness, the College has a Running Start Coordinator who evaluates all instructor credentials and manages all evaluations. Furthermore, all Running Start instructors must have at least a master's degree in the field they are teaching. Such a requirement, though it reduces the potential pool of instructors, maintains the academic quality of each course. To strengthen quality control, faculty from the College become partners with the Running Start instructors and must maintain contact with them, complete an instructor evaluation, and collect student-feedback surveys.

Other recruitment efforts include a scholarship program that rewards high school valedictorians, the Early College Program for high school juniors and seniors, and the new Fifty Mile Radius Initiative that awards in-state tuition to residents of out-of-state border towns located within fifty miles of the Berlin campus or the Academic Centers in Littleton and North Conway. The College conducts annual open houses, holds quick admit events, supports area jobs fairs, and participates in numerous community events. Faculty assist with recruiting efforts through high school outreach.

Whether applying in person, online, or by mail, students seeking a degree and certificate follow the admissions process outlined in the *College Catalog* and on the College website. Selected WMCC Admissions documents are available in the electronic Workroom. The College is an open-access institution that admits students who provide official documentation of high school graduation or the equivalent. Recruitment strategies, therefore, are not based on the likelihood of student retention or graduation. Rather, efforts at student retention and graduation are embedded in the services provided to students, which often aid in their success. Some programs have admission pre-requisites beyond the College's general admission criteria. Students who plan to apply to the Nursing Program, for example, must complete the Test of Essential Academic Skills with a minimum score of 58.7%. Further, because of New Hampshire State Board of Nursing regulations, WMCC's Nursing Program requires a ratio of eight students to one faculty member for clinical. Hence, not all qualified applicants are admitted. The College's admission policies aim to ensure that individuals who have been admitted demonstrate a reasonable potential for success. Students who have been admitted with a documented disability are provided appropriate mechanisms to address those needs so that they have a reasonable chance for success. All students are integrated into the larger student body to assure that they all have comparable academic experiences.

Prior to fall 2016, WMCC administered Accuplacer (a computerized placement test) to all students entering a degree or certificate program. The goal of the assessment was to identify students' strengths and weaknesses in math and English. Then, in fall 2016, the College eliminated the math segment and placed all students into a co-requisite math course entitled MATH 120: Quantitative Reasoning. In fall 2018, the College developed an English co-requisite model required for all students regardless of ability: ENGL 120: College Composition. Consequently, Accuplacer is no longer administered by the College. (See Standard Four for elaboration on these co-requisite models.)

WMCC's retention policies directly link to the College's mission. Retention efforts begin during the admission process and continue throughout the student's college experience. Retention of

students is the responsibility of all College employees. Retention efforts include admission events, student advising, student assessment, academic remediation when appropriate, referral for academic support and other services, and research and analysis of best practices for student persistence.

Student Services and Co-Curricular Experiences

The philosophy that guides Student Services is embodied in the College Mission Statement (see Standard One). It is a philosophy that includes all individuals interested in pursuing higher education. It guides recruiting strategies, College programming, student activities, policies and procedures, and daily operations. Important services include the Academic Success Center (ASC), the Fortier Library, academic advising, Student Orientation, financial aid, the Assisting People in Transition Program, student and College organizations, the Wellness and Student Center, the Child Development Center, disability services, career and personal counseling, transfer counseling, the WMCC Bookstore, and the Bistro.

The WMCC Academic Support Center provides student support services through study groups, tutoring in all subjects, and the Success Coach (a new position created in fall 2016). Every student is allowed two hours per week per class for tutoring. Individual and group workshops address study skills, presentation skills, stress reduction, time management, and self-advocacy. Faculty members also offer time in ASC to assist students and to meet individually with the Disability Coordinator to address diverse learning styles and to implement appropriate accommodations. Students taking online courses access student support services through Smarthinking, a web-based tutoring service available 24/7. This online service provides tutoring in math, biology, human anatomy and physiology, chemistry, physics, economics, accounting, finance, statistics, Spanish, reading, writing, and IT support. Online students can also email their papers to ASC staff for review and editing. Smarthinking is accessed through Canvas, and students have ten hours of tutoring per semester available to them. Requests can be submitted for additional tutoring time at no extra charge. Online students can also email papers to ASC staff for review and editing prior to submitting their papers to their instructor.

Another important service that helps students with their academic workload is the Fortier Library. Besides serving the students, the Fortier Library serves the faculty, staff, and community at large. Library orientations are provided during new Student Orientation sessions, and information is available to day and evening students at the College and the two Academic Centers. Library and research instruction is available for any course and is customized to the needs of the particular instructor or class.

Academic advising is another critical service. Faculty and a few members of staff are the primary resource, but academic advising at WMCC includes other academic support personnel, as well, including the College Counselor, the Disabilities Coordinator, and ASC staff. Beginning fall 2016, faculty had access to Ellucian DegreeWorks, a comprehensive academic-advising and degree-audit software program that allows students and advisors to work together toward the common goal of program completion. DegreeWorks went live for students in fall 2017. Then in May 2018, the campus went live with EAB Navigate, a comprehensive student-success management system (see EAB Navigate Poster in the Workroom). Through Navigate, students

can explore majors and receive guidance in the following areas: the onboarding process, academic planning, advising, and registration. They can also receive notices reminding them about next steps and deadlines. At the time of launch, Navigate was promoted to incoming students exclusively. As time goes on and as College employees become comfortable with Navigate, it will be made available to all students.

Another earlier advising initiative that got underway during AY 2015-2016 is Guided Pathways to Success (GPS), part of the Complete College America (CCA) initiative. GPS provides roadmaps for students to complete their certificate or degree. As their progress is tracked, students receive frequent feedback and support as needed. GPS helps students understand required courses for a certificate or degree, the length of time to complete a degree, the costs involved, financial aid resources, credit transfer information, career options, and educational paths to those careers. The College has also instituted mid-semester warnings: any student with a grade of C- or below is notified by letter of his or her standing. Advisors receive a copy of the letter and are encouraged to meet with the student.

Student Orientation is another service offered to students at the College. Before the start of each semester, the College holds a Student Orientation for newly admitted students. This half-day session is designed to assist students as they transition to college. Activities focus on student expectations, available resources and services, and intervention strategies that promote student success and retention. These services include academic advising, course registration, academic support, counseling, childcare, financial aid, financing options, library resources, the WMCC Bookstore, resources for single parents and displaced workers, and student organizations, such as the Student Senate and the Phi Theta Kappa Honor Society. Housing packets are available for those looking for living arrangements.

For students whose income would otherwise prevent them from attending college, the Financial Aid Office is another student service, offering information and support about aid opportunities in the form of grants, loans, and work study (all of which are considered Federal Title IV aid), as well as scholarships. The office operates with an Assistant Director of Financial Aid and a Financial Aid Assistant. Two Financial Aid Directors from sister colleges provide additional support. These latter two are under contract with WMCC and are authorized to work thirty-two hours per month. The process for applying for financial aid is outlined in the *Financial Aid Handbook*, which is available on the College website. In addition, the Financial Aid Office provides a brochure that offers step-by-step instructions, and staff are available to assist students with any questions. A computer has been set up in the Financial Aid Office for students who need hands-on assistance filing for financial aid. Eligibility is determined by a federally regulated formula based on the Free Application for Federal Student Aid (FAFSA) form.

The Assistant Director of Financial Aid, with assistance, prepares and submits required documentation and reports to the appropriate federal and state agencies. System-wide, Financial Aid Officers evaluate the internal administrative controls and procedures of the financial aid programs. All financial aid audits are coordinated through the Chancellor's Office, including the annual federal financial aid audit, also known as the Single Audit. WMCC also participates in a self-audit program designed to improve the accuracy and effectiveness of the Financial Aid

Office. Over the past few years, federal findings have been minor, and the most recent audit in fall 2016 had no findings at all.

Of all students who enroll at WMCC, approximately 81% of them demonstrate financial need, as defined by the federal guidelines; 70% of WMCC's current population receive Pell grants. The amount and type of aid students receive depend both on the student's need and on federal and state allocations. Financial aid staff are responsible for reviewing an applicant's records, collecting documentation, and determining aid awards. These staff members evaluate student financial aid applications based on the Standard Federal Methodology Need Analysis System. In addition, the Financial Aid Office is responsible for the College's debt management plan, which includes keeping the cohort default rate down. CCSNH hired an outside company to conduct this labor-intensive effort. When student-loan borrowers become delinquent, this company sends letters and emails, and also makes phone calls to prevent students from defaulting. Notably, WMCC's default rate has remained on average between 14% and 15%, well below 30%, the default rate by which a college is in danger of losing Title IV eligibility.

As for institutional student aid, this is minimal but includes the Unique Scholarship and the Unique Endowed. Additionally, there is the Presidential Fund, initiated in 2016 and used for students who experience temporary setbacks in financial assistance. Certain programs in the trades have scholarships specifically devoted to them: namely, Automotive Technology, Early Childhood Education, Human Services, and Diesel Heavy Equipment Technology. Meanwhile, the Carl D. Perkins grant provides funding for the Assisting People in Transition Program, a program for single parents and displaced homemakers that has assisted hundreds of students since its inception in 1988. As for other outside scholarship opportunities, the Financial Aid Office provides this information. To assist in awarding scholarships to students, the College formed the Scholarship Committee.

To help students plan for their education financially, Student Services makes available information on the cost to pursue an education. Specifically, students can access online the estimated costs for all degree and certificate programs. They can also obtain this information from the Admissions Office. Once students have registered for courses, the Business Office gives them a breakdown of their charges. Before they can begin classes, they must complete entrance counseling to understand the debt and repayment process. Verification that they have completed this process is required before they can receive financial aid. In accordance with the Higher Education Opportunity Act of 2008 (HEOA), a net price calculator is available to students as a guide for financial planning. When students provide basic information about their college plans and family, including family finances, this online tool estimates the net cost to attend WMCC. Another online tool available to students is GradReady, a personal finance website. GradReady focuses on three areas: paying for college, money management, and real-world finance.

Another student service involves student and College organizations that promote leadership. The College supports the development of such skills through student participation in the Student Senate and the Phi Theta Kappa Honor Society. From time to time, other small clubs emerge based on student interest. In addition to providing leadership opportunities, the Student Senate is responsible for organizing, coordinating, promoting, financing, and conducting co-curricular

activities at the College. These activities are non-academic in nature and include events at the two Academic Centers. Funding for these activities is available through the Student Activities account. The Phi Theta Kappa Honor Society, in addition to recognizing and encouraging academic excellence, provides opportunities for student leadership that engage students in campus activities and community service. Additional opportunities for student leadership exist through student representation on the College Advisory Committee (of which the Student Senate president is a member), the Board of Trustees (BOT)—one WMCC student is currently serving for AY 2018-2019, the Judicial Committee (on which four students serve, elected by the Student Senate), and College and System focus groups.

Athletics and recreational activities are offered on an interest basis. Given WMCC's size and geographical location, the prospect of it offering intercollegiate sports is unlikely. Nevertheless, there is an outdoor basketball half court and a soccer field for recreational use. In 2008, the College built a four-thousand square foot addition for a Wellness and Student Center where there is a popular lounge area with a fireplace, a pool table, foosball, and Wii. This addition is also home to the Fitness Center, free for student use. The Student Senate Office is likewise located here, the first time this organization has had space to call its own.

Documents containing information about key service to students include the *College Catalog* and the *Student Handbook*; both are updated annually, and both are available on the College website. A printed version of the *College Catalog* is also available to students. The *College Catalog* is the primary method of conveying general information about the College. It covers programs of study, program profiles, and course descriptions. It also gives comprehensive information on admission policies and procedures, cost of attendance, refund policies, financial aid information, academic policies and procedures, and more. The *Student Handbook* overviews policies on the appropriate use of computers, students' rights, disciplinary standards and codes, the student code of conduct, grievance procedures, the College judicial system, and the judicial process in general. These policies protect the rights of students and guarantee fair and equitable treatment. The *Student Handbook* also provides guidelines for student-sponsored activities, along with bylaws for student organizations. The *Student Handbook* includes photos of College personnel and a list of academic advisors by program.

A student's permanent academic records are maintained according to the policies and guidelines set forth in the CCSNH Records Retention Schedule, instituted by the CCSNH Risk Management/Legal Counsel. According to the provisions of the Family Education Rights and Privacy Act (FERPA) of 1974, release of such information is restricted, contingent upon the student's authorization. Information on FERPA is available in the *Student Handbook*, while information regarding Disclosure of Directory Information is available in both the *College Catalog* and the *Student Handbook*. Official transcripts are provided upon a student's written request. Records for students who attended the College from 1966 through 1992 are stored in a fireproof safety vault. Since 1992, with the introduction of the Banner system, academic records are electronically archived with routine daily backups performed at the System level. They are securely maintained and made available according to FERPA guidelines. Other data (including admissions applications, test results, certification of high school graduation, GED or HiSET records, health records, and transfer credits) are retained for a period of five years and then shredded. In accordance with the Student Right-to-Know and Campus Security Act, the College

makes available to current and prospective students all pertinent data regarding campus crime, campus safety policies, graduation, and completion of transfer-out rates.

APPRAISAL

Admissions

One of WMCC's great strengths is its steadfast commitment to offering programs and services in a caring environment that enhance student success and empower students to reach their potential. Such care is demonstrated through the personal attention each student receives. Even beyond its main campus in Berlin, this commitment to quality education and service is evident in WMCC's online offerings and its two Academic Centers.

Even with such care and quality, WMCC struggles to meet enrollment goals. Indeed, given current enrollment trends at WMCC and in higher education generally, the College needs to focus on maintaining, not necessarily increasing, enrollment numbers. Back in AY 2013-2014, after experiencing several years of enrollment decline (the result of area demographics, an aging population, and a decrease in public school enrollment in Coös County), the College made *educational access* the new mantra, hosting and supporting a whole range of recruitment initiatives, including the Annual Open House, the Discover U event (in partnership with the New Hampshire Higher Education Assistance Foundation), the College Access Convention (in partnership with the New Hampshire College and University Council), and Girls in Technology Day, all of which raise career and educational aspirations for middle and high school students. Project Running Start (introduced in 1999) offered another way to expand educational access to students in the College's service region. This Dual Enrollment Program for high school students continues to add more course offerings each year, expanding to other area high schools, as well, even though registrations have remained stable. In AY 2008-2009, there were 433 Running Start registrations; in AY 2015-2016, there were 444; in 2016-2017, 414; and in AY 2017-2018, 420.

Since AY 2013-2014 headcounts have fluctuated little: the highest headcount was 1,173; the lowest was 1,083: a difference of ninety students. Maintaining these numbers, once again, is critical. What has changed (for the worse) is the total number of credits sold, the result of a general shift from F/T to P/T status, presumably the product of a strong economy. Still, the College must actively reach out to retain those students it currently has, and with some success it has—through call-a-thons, email blasts, targeted mailings, and registration sessions with prizes. To attract new students, the College not only holds the Annual Open House but also invites high school groups to visit the campus for specific demonstrations and educational opportunities. Moreover, it has held quick-admit events, allowing students to apply and gain admission immediately, but these have been poorly attended. What is clear is that, in order to keep enrollments steady, the College must continue to devise new strategies.

Some previous examples that have boosted enrollment include the following: in fall 2014, WMCC's previous President added more online offerings. As the offerings increased, so did enrollment numbers. During that fall, sixteen students enrolled in online courses; in fall 2015, this number increased to two-hundred students; in fall 2016, the number increased to 256. In fall 2017, the number hit 309 students. At that time, seven College programs were available 100%

online. Another initiative that has proven fruitful is the Fifty Mile Radius Initiative. Beginning in fall 2015, this initiative allows students from the border states of Maine and Vermont to pay in-state tuition as long as they reside within a fifty-mile radius of one of WMCC's academic locations. As of fall 2017, seventy-four students had taken advantage of this opportunity. Meanwhile, during spring 2015, the College initiated onsite admissions at area high schools and the two Academic Centers, instead of asking potential students to come to WMCC in Berlin. Students who completed their applications and furnished official transcripts were granted admission.

In 2014, to address the fact that some programs were falling short of enrollment expectations, WMCC targeted under-enrolled programs. One of the best examples is the Diesel Heavy Equipment Program. In spring 2013, the BOT announced that the program would be moving to one of WMCC's sister colleges. Such an announcement had an immediate negative effect on enrollment. The then newly appointed President ultimately persuaded the BOT to keep the program at WMCC, and in response, the program immediately began advertising and recruiting. The results of these efforts were remarkable. In fall 2014, the program enrolled twenty-two students; by fall 2017, applications rose significantly, and retention rates for seniors improved. All told, thirty-three students enrolled in the program that year.

In addition to this improvement in the Diesel Heavy Equipment Program, the College has directed its attention over the past ten years to instituting new programs and adjusting others. WMCC's greatest success relative to its recruiting efforts is the Advanced Welding Technology Program. For years, this program ran as a certificate. Then, the Department of Labor issued a 1.6-million-dollar grant (TAACCCT grant) that allowed for an expansion that includes a new lab with cutting-edge equipment, a mobile welding training lab, and curriculum updates. The expansion of the welding lab increased the number of students who could be enrolled each year from fifteen to forty.

Regarding its Academic Centers, WMCC originally had a campus in Conway at the Technology Village. However, by 2013, because of declining enrollments, the College had to shut it down. Then, after a few semesters, students in the area suddenly expressed a renewed interest in taking college courses locally. In fall 2014, the College thus began to offer several courses at Kennett High School in Conway. As student interest increased, WMCC began once again to search for a location in the area, and by fall 2016, the North Conway Academic Center became open for business (for further description, see Standard Two and Standard Seven). Since its opening, it has grown. For the fall 2017 semester, credits sold in North Conway were 483, a 37.6% increase over the prior year. The Academic Center currently operates with a Director (in charge of both the Littleton and North Conway Academic Centers) and two P/T employees, along with employees working at WMCC's other two locations filling in as needed.

System wide, there have also been some initiatives to increase enrollment. In summer 2014, the BOT voted to decrease tuition by 5%, from $210 to $200 per credit (see Standard Seven for further details). For the next two academic years (AY 2015-2016 and AY 2016-2017), the tuition rate held steady. In fall 2017, the tuition went back to $210 and then in fall 2018 increased to $215. As another System-wide initiative to increase enrollment, CCSNH and the University System of New Hampshire (USNH) approved a Dual Admission Program in fall 2015 that

allows graduates of WMCC (along with the other six community colleges) guaranteed acceptance with junior status into one of USNH institutions, provided these graduates have a grade point average of 2.5 or better. Meanwhile, in spring 2018, CCSNH decided to waive application and Orientation fees for all students in an effort to remove potential barriers to enrollment.

CCSNH has also partnered with CCA on initiatives intended to improve enrollment and student retention rates (see Standard One). WMCC has actively participated in these initiatives, including GPS, which aims to create educational pathways (through course mapping) for students to pursue so that they remain on track and finish their degree, instead of getting lost and dropping out. Another initiative involving CCA is called Fifteen to Finish, which encourages students to register each semester for a minimum of fifteen credits, a strategy enabling them to complete their degree within two years, provided the degree requires sixty credits for completion. Because of this initiative, all programs at WMCC have been charged to reduce the number of credits for their degrees to sixty (see Standard Four). Purpose First is another initiative with CCA; it aims to connect student learning to life (giving students a sense of purpose as they pursue their education). It also helps students navigate complex academic choices so that they remain on track and complete their degree.

Because these initiatives are all new (none prior to 2016), it's too early to determine their success. What is certain is that they demand a high concentration of people power, a rare premium for faculty and staff who are already spread thin (see Standard Six). Quality of performance diminishes as workloads increase. WMCC must pay close attention to the syndrome known as new-initiative fatigue, particularly given current employee workloads. Because of the onslaught of initiatives, the Enrollment Management Committee (a combination of faculty and staff) has not met on a regular basis for the past year and a half. Workload and schedule conflicts of those involved constitute major challenges.

Another challenge WMCC faces is servicing a sparsely populated, large geographic area. Covering New Hampshire, western Maine, and the Northeast Kingdom in Vermont takes considerable time and effort. This geographic area is home to many sources of advertising media, and as a result, marketing and advertising become complex and expensive, stretching the College's limited staff and resources. What has made this challenge more difficult is the College lacks a funded position for marketing (currently the responsibility of the VPSA) and public relations. In 2011, CCSNH and WMCC hired Eisenberg, Vital, and Ryze Advertising to assist in marketing, the results of which were a new, more student-centered WMCC website, launched in January 2013. Prospective students can now apply to the College online and can access FAFSA *via* the WMCC website. Prospective students can also submit questions or requests for information from multiple links on WMCC's website, including degree, certificate, and online learning links.

The College's website highlights student success stories and provides an easy link to https://www.nhtransfer.org, a site that supplies updated information on transfer opportunities. These recruiting efforts are shared by a Program Specialist, the Admissions Counselor, and the VPSA. The Running Start coordinator, a position converted to F/T in February 2015, likewise helps in recruitment efforts, as does the Early College Program. Indeed, WMCC continues to

work hard to develop strong working relationships with high schools, career and technical centers, four-year colleges, and community agencies. Articulation agreements, MOUs, and partnerships with high schools and four-year institutions have provided some of the College's best opportunities to increase enrollment. And yet, the College knows it can do more. To its credit, the College shows once again that it can and will act when the need arises, having recently hired a F/T recruiter and Enrollment Specialist.

Student Services and Co-Curricular Experiences

Student Services personnel remain actively involved in College-wide and System-wide initiatives, intercollegiate groups, and many leadership and volunteer activities in their communities. Such commitments strengthen their professional qualifications, enhance the services they can offer students, and promote the College and its image. The Student Services staff is also actively involved in networking, partnering, and collaborating with outside agencies when possible to strengthen resources and services for students.

As described above, the Student Services Office offers a student-centered approach to enrollment. It guides students through the process of admissions to graduation. The Student Services Office provides a nurturing and safe student-centered environment that fosters an atmosphere conducive to learning, empowers students to develop personal integrity and responsibility, and prepares students to realize their educational and career goals. Students are acclimated through interviews with Admissions staff and Student Orientation sessions that provide information and guidance for educational success.

The College evaluates Student Services' performance through formal and informal surveys. First, the College administers a graduation survey to new graduates each May and follows up with an alumni satisfaction survey six months later and again eighteen months after that. Second, the College administers an orientation satisfaction survey at every Student Orientation session to evaluate the event and receive feedback on how to improve the orientation process. The few orientation surveys that are returned indicate satisfaction with the day's activities, although some complain that the line to get into the Business Office is long.

Finally, every third year the College administers the Community College Survey of Student Engagement (CCSSE), the last one administered in March 2017. CCSSE's website describes this student engagement survey as "a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students" (https://www.ccsse.org/). Over the last eight years, the College has administered CCSSE three times (2011, 2014, and 2017), participating in the advising component in 2017 for the first time. Until then, the College had done little with the results. With the addition of the Institutional Researcher and with more purposefulness on the part of the College, here is an opportunity for WMCC to use critical survey data to make meaningful changes in the interest of good educational practice and improved academic programs and student services. CCSSE reports are available in the electronic Workroom. The next time the College plans to administer CCSSE is spring 2020.

Meanwhile, each February through Survey Monkey, parents who use the Child Development

Center participate in a short questionnaire that lets staff know how they are doing. The feedback is consistently positive. Accreditation through the National Association for the Education of Young Children (NAEYC), in fact, requires an annual parental survey to evaluate how well each child's needs are being met. The NAEYC survey is conducted in June. In addition, student focus groups and other informal surveys and questionnaires periodically solicit student feedback and opinions on a variety of services and topics, including those of interest to CCSNH as a whole. The College administers equity surveys annually to identify any discrimination issues or other concerns. These assessments help to ensure the availability and appropriateness of Student Services.

All of the student services offered at the College reinforce the College's mission to provide high-quality education to a diverse student body. ASC, for example, is structured as a team model providing the foundation for academic support while addressing student needs in a timely manner. For several years, the College had a peer-mentoring program; however, in 2013 the Carl D. Perkins Program underwent a change that affected the funding for peer mentors. In fact, in 2015 the Perkins Program no longer funded tutors. The College was thus faced with the challenge of finding other methods to support student needs. True to its calling, the College created a new P/T position in fall 2016, the Academic Success Coach. It is too early to say whether this Success Coach has had a positive effect. What is notable is that the College, faced with a dilemma, answered the call, finding a way to replace the peer-mentoring program because of WMCC's commitment to student success.

Disability support services has been and continues to be a strength for WMCC. As part of the mission as an open-access institution, WMCC offers disability services that provide equal educational access and opportunity to all qualified students with documented disabilities. In order to take advantage of these services, qualified students must register with the College's Disabilities Services Office. Once they register, they receive reasonable accommodations that enable them to achieve a level limited only by their abilities, not by their disabilities. This support service provides assistance in a collaborative way, helping students develop strong, effective independent learning and self-advocacy skills. Furthermore, the Disabilities Coordinator has worked hard to develop and maintain relationships with high school employees to assist high school students with disabilities as they transition to college. The number of students with disabilities enrolling in the College continues to rise. That said, the retirement of the F/T Disabilities Coordinator in May 2017 led to the decision by the College to make the position P/T, based on a limited budget. Should the P/T position prove inadequate, the College may decide to increase the position to F/T.

Despite the College's strength in disability support services, students with social, physical, and mental health issues raise concerns. Limited resources, especially in the area of mental health, can affect the College's ability to deal with these conditions. Nevertheless, the College has taken proactive measures. In 2015, to prevent crises before they occur, the College created the Behavioral Intervention Team (BIT). BIT uses outreach, consultation, appropriate assessment, and referrals, contacting students whose behavior raises concerns and accessing the appropriate services to improve their welfare. BIT often meets to discuss non-emergency situations and routine incidents. When a report is deemed urgent, team members respond immediately.

Relative to counseling services, WMCC went two years without a College Counselor. Then, through a grant issued in fall 2016, the College funded a P/T College Counselor position. This individual works up to twenty-five hours per week meeting with students who are struggling to overcome personal issues. The majority of the Counselor's time is spent on the main campus in Berlin. He spends one day a week at the Littleton Academic Center and meets with students at the North Conway Academic Center as needed. Surely, this College Counselor is an asset to student services, but the College must closely monitor whether students studying at the Academic Centers are receiving adequate attention regarding these counseling services.

On a different topic, to enhance customer service to current and perspective students, the Admissions Department in 2011 relocated from Twitchell House (across the street from the main building in Berlin) to the main building. All offices are now within proximity of one another, a move that has strengthened communication within the entire campus community. Since then, the College has also responded to student needs by extending student services (adding further services and having evening hours in the Student Services Office, the Main Office, the ASC, the Registrar's Office, the Financial Aid Office, and the WMCC Bookstore).

One of the College's greatest strengths is the personal attention it gives students through academic advising. Inasmuch as many students are first generation from economically depressed rural areas, academic advising requires a concerted effort by all members of the academic community. As described above, faculty and a few staff members comprise the primary resource for academic advising, but other academic support personnel contribute (i.e., the College Counselor, the Disabilities Coordinator, and ASC staff). Indeed, the College depends on collaboration and teamwork. In spring 2015, the College laid off eight F/T employees, including four F/T faculty members. These followed the layoff of one F/T faculty member and one F/T staff member in December 2014. With a shortage of academic advisors, the VPSA and the Admissions Counselor each picked up a load of sixty-plus advisees, testament to employee teamwork and to the commitment of all employees to student success. Moreover, the Student Services Office has become a drop-in site for advising and registration when faculty are not available, often during summer break and holidays.

Concerning WMCC's increase in online students, this has put a strain on the College's resources. Because students enrolled in 100% online programs never set foot on campus, the delivery of services (such as Student Orientation, counseling, tutoring, and academic advising) presents a challenge. One service that has helped to overcome this difficulty is the online tutoring service called Smarthinking. Much of the academic advising for these online students occurs *via* email or through telephone conversations. Additional services, such as those involving financial aid and counseling, can likewise be handled over the phone. The increase in online students, nevertheless, has produced challenges that the College needs to address.

Student retention is another institutional concern. In fall 2016, the retention rate for F/T students at WMCC was 67%. For P/T students, it was 62%. To identify strategies to improve these percentages, the College's Institutional Researcher is currently conducting research and analyzing student retention data. One strategy that offers a potential solution to low retention rates is to improve communication. In 2011, to engage with students more, the College launched a WMCC Facebook account; but even though it did, retention rates did not significantly improve.

Likewise, the College implemented student email and LMS accounts, and communication with students did improve, but not enough to override retention concerns. For one, problems with communication continue to arise because students neglect to open their emails, the primary means of communication (besides face-to-face contact) between College employees and students. Such neglect often causes students to miss important notices or deadlines.

Aware of this problem and seeking a solution, the College began to consider text messaging as of summer 2018. It's unclear whether this form of communication will be universally embraced by all parties involved. EAB Navigate provides another option. Only time will tell whether this option will produce positive results relative to retention. A related issue is that some students have no access to technology at home. To address this dilemma, the College makes computers available throughout all its campuses. On the other hand, even though such actions underscore the degree to which WMCC actively seeks to address student needs, making computers available does not solve the retention issue.

Student Orientation is another way the College tries to establish a foundation for good communication. Student Orientation helps students make initial connections that develop into meaningful relationships (with other students and College personnel), connections that contribute to academic success and retention. Student Orientation emphasizes good communication, instructing students on how to access the Student Information System (SIS) and their student email accounts. Student Orientation offers students a chance to meet with their faculty advisor and other College personnel so that they experience a smooth transition to college life. At the end of Student Orientation, students are asked to complete a survey. Despite consistently low rates of return, those who do complete the survey voice genuine satisfaction. Notwithstanding, the degree to which a positive experience at Student Orientation improves overall retention rates remains uncertain.

Compliance issues within financial aid is another area that has received much attention over the last ten years. In response, the Chancellor's Office hired a System Director of Financial Aid and Compliance and a Senior Auditor. Meanwhile, the Financial Aid Users Group, which includes representatives from all seven community colleges, meets monthly to review policies and procedures to determine how these policies and procedures affect students and how students can be better served. The main emphasis has been to standardize and automate financial aid procedures and processes. Still, financial holds on students' accounts resulting from unresolved financial aid issues remain a concern. The Financial Aid Office works closely with the Business Office to resolve potential problems in processing aid and removing these holds.

A related challenge concerns the changing nature of Title IV regulations and technology. With these constant changes, the financial aid staff need adequate and timely responses from System IT Support. In September 2009, WMCC's longtime Financial Aid Director retired, and not until August 2010 did the College hire a new Director. In early 2014, this Director left, and a new search yielded no viable candidates. Consequently, the College reorganized the office, shifting responsibilities and asking the Assistant Financial Aid Director to carry much of the Director's load. At the same time, two Directors from sister campuses were put on contract to provide assistance. Then, in December 2016, the Assistant Financial Aid Director retired, replaced with another Assistant Financial Aid Director. This arrangement is working, but the College needs to

pay careful attention to staffing patterns in Financial Aid not only to maintain quality services in student financial aid but also to ensure that staff have manageable workloads.

Likewise, the College needs to evaluate and assess its approach to career development. Currently, WMCC has no Career Development Office, nor is there an individual to serve as a Career Development Officer. Instead, career development is primarily addressed by the curriculum, with Admissions, the College Counselor, ASC, and faculty providing additional support. Recognizing room for improvement, WMCC (consistent with its practice throughout this narrative) took appropriate action. In fall 2017, it implemented a software program called Career Coach that students access through WMCC's website. With Career Coach, students can learn about educational opportunities, academic majors, and in-demand careers. They can take a short six-question assessment or a longer sixty-question assessment, the results of which suggest programs, careers, and corresponding salaries all related to their interests. Once again, because Career Coach is a recent implementation, it's difficult to say how effective it is relative to career development or whether it is a good substitute for a Career Development Officer. What can be said is that, true to its values and mission and ever mindful of budgetary considerations, WMCC takes action to support student learning and success.

Besides these types of career and educational services, Student Services and the College strongly encourage students to get involved in co-curricular activities and organizations, knowing that such involvement promotes leadership, citizenship, and community service, all having a direct connection to career paths. That said, developing and sustaining these types of activities and organizations pose a challenge, particularly at a two-year commuter college with a high percentage of non-traditional students. Nevertheless, with a strong slate of officers, the Student Senate has been successful in planning trips to Boston, spring-fling weeks with a masquerade dance, and a holiday party for students and their children. A small portion of the comprehensive student service fee (which is directly tied to course credits) funds these student-sponsored activities.

Safety, while not the direct responsibility of Student Services, cuts across all areas of the College. The College has made tremendous strides over the past ten years in the area of safety. In 2008, the College created an Emergency Plan, last updated in February 2016. In fall 2011, the College instituted a Safety Committee, ensuring that lock-down drills occur every fall and spring semesters. Students and employees receive a Right to Know – Security e-mail on a regular basis. Finally, there is a P/T security officer whose presence provides that added sense of protection and safety.

PROJECTIONS

To ensure that WMCC is providing its students with the support and services they need to be successful, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will incorporate the results of CCSSE in its institutional and services planning.	The College's Leadership Team/ Institutional Researcher	2020
WMCC will implement the Council for the Advancement of Standards in Higher Education so that it can further assess the student services it provides.	Student Services Office and the VPSA	2019
WMCC will increase return rates on surveys from students, graduates, and employees so that it can make functional changes to improve student services.	Institutional Research	Ongoing
WMCC will ensure that the same level of support is available to all students, regardless of location or modality.	Student Services Office and the VPSA	2018
WMCC will create an Online Orientation session.	Student Services Office and the VPSA	2019
WMCC will strengthen communication with students through platforms such as EAB Navigate and DegreeWorks.	All employees	2019

Standard 5: Students
(Admissions: Summer/Fall/Spring Year)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Goal
First-Time Freshmen - Undergraduate	2015-16	2016-17	2017-18	2018-19	2019-20
Completed Applications	374	411	372	348	356
Applications Accepted	374	409	366	335	346
Applicants Enrolled	236	262	222	173	201
% Accepted of Applied	100.0%	99.5%	98.4%	96.3%	97.2%
% Enrolled of Accepted ("Yield")	63.1%	64.1%	60.7%	51.6%	58.1%
Percent Change Year over Year					
Completed Applications	10.0%	9.9%	-9.5%	-6.5%	-4.3%
Applications Accepted	10.0%	9.4%	-10.5%	-8.5%	3.3%
Applicants Enrolled	18.0%	11.0%	-15.3%	-22.1%	16.2%
Index of Freshmen Enrollee Aptitude					
High School Rank by Decile					
Number of Enrollees Reporting Rank:	126	154	139	94	
10th Decile (top 10%)	1%	2%	2%	2%	
9th	6%	5%	6%	6%	
8th	6%	7%	8%	7%	
7th	11%	11%	14%	16%	
6th	10%	16%	10%	12%	
5th	**17%**	**13%**	**12%**	6%	
4th	12%	14%	15%	**13%**	
3rd	10%	7%	12%	13%	
2rd	17%	12%	14%	13%	
1st Decile (bottom 10%)	10%	12%	7%	12%	
Decile containing the median					

Transfers - Undergraduate					
Completed Applications	145	150	156	103	147
Applications Accepted	133	146	148	77	138
Applicants Enrolled	101	108	101	43	91
% Accepted of Applied	91.7%	97.3%	94.9%	74.8%	93.9%
% Enrolled of Accepted ("Yield")	75.9%	74.0%	68.2%	55.8%	65.9%

Master's Degree	N/A
First Professional Degree	N/A
Doctoral Degree	N/A

NOTES: The application year runs summer-fall-spring. Individuals are de-duplicated across the application year.

* Current Year began Summer 2018 and is not yet complete, so enrollment numbers are lower than they will be when the year ends in Spring 2019.

Admissions information in Veera Client "5_1 Admission Applicants 2017_18"

High school rank by decile in Veera Client "5_1 enrollees class rank"
Goals set with CL 7/16/2018   Last updated 8/13/2018 SW

DFF 5.1

Standard 5: Students
(Admissions: CERTIFICATE PROGRAMS)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal
First-time Freshmen - Undergraduate	2015-16	2016-17	2017-18	2018-19	2019-20
Completed Applications	87	91	107	139	105
Applications Accepted	87	91	107	139	105
% Enrolled of Accepted ("Yield")	53	57	58	62	60
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	60.9%	62.6%	54.2%	44.6%	57.1%
Percent Change Year over Year					
Completed Applications	7.4%	4.6%	17.6%	29.9%	-1.9%
Applications Accepted	7.4%	4.6%	17.6%	29.9%	-1.9%
Applicants Enrolled	10.4%	7.5%	1.8%	6.9%	3.4%
Index of Freshmen Enrollee Aptitude					
High School Rank by Decile					
Number of Enrollees Reporting Rank:	27	29	33	28	
10th Decile (top 10%)	0%	0%	0%	0%	
9th	4%	3%	3%	4%	
8th	0%	10%	3%	4%	
7th	4%	7%	6%	7%	
6th	4%	7%	15%	4%	
5th	22%	14%	3%	4%	
4th	**26%**	**10%**	**21%**	**21%**	
3rd	7%	14%	21%	14%	
2rd	15%	21%	15%	11%	
1st Decile (bottom 10%)	19%	14%	12%	21%	
Decile containing the median					

Transfers - Undergraduate					
Completed Applications	25	30	33	16	35
Applications Accepted	25	30	33	16	35
Applicants Enrolled	21	23	23	7	25
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted ("Yield")	84.0%	76.7%	69.7%	43.8%	71.4%

Master's Degree	N/A
First Professional Degree	N/A
Doctoral Degree	N/A

NOTES: The application year runs summer-fall-spring. Certificate applicants are de-duplicated across the year. See DFF 5.1 for additional notes
Goals added per CL 8/1/2018. Last updated SW 8/13/2018

DFF 5.1A Certificates

Standard 5: Students
(Admissions: NURSING PROGRAM)

	3 Years Prior 2015-16	2 Years Prior 2016-17	1 Year Prior 2017-18	Current Year 2018-19	Goal 2019-20
First-Time Freshmen - Undergraduate					
Completed Applications	3	5	7	15	12
Applications Accepted	1	0	1	2	2
Applicants Enrolled	0	0	1	2	2
% Accepted of Applied	33.3%	0.0%	14.3%	13.3%	16.7%
% Enrolled of Accepted ("Yield")	0.0%	-	100.0%	100.0%	100.0%
Percent Change Year over Year					
Completed Applications	-	66.7%	40.0%	114.3%	71.4%
Applications Accepted	-	-	-	100.0%	100.0%
Applicants Enrolled	-	-	-	100.0%	100.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Sample Size too small	N/A	N/A	N/A	N/A	

Transfers - Undergraduate					
Completed Applications	24	19	24	31	27
Applications Accepted	12	14	16	7	16
Applicants Enrolled	9	11	10	5	11
% Accepted of Applied	50.0%	73.7%	66.7%	22.6%	59.3%
% Enrolled of Accepted ("Yield")	75.0%	78.6%	62.5%	71.4%	68.8%

Master's Degree	N/A
First Professional Degree	N/A
Doctoral Degree	N/A

NOTES: The application year runs summer-fall-spring. Individuals are de-duplicated across the year: just one application is counted per student.

Most students entering the program are returning students: they have previously taken classes at WMCC, and so do not show up on this list.

Goals added per CL 8/1/2018. Last update SW 8/13/2018

DFF 5.1B Nursing Program

First-Time Freshmen - Undergraduate	3 Years Prior 2015-16	2 Years Prior 2016-17	1 Year Prior 2017-18	Current Year* 2018-19	Goal 2019-20
Completed Applications	287	318	258	214	239
Applications Accepted	287	318	258	214	239
Applicants Enrolled	183	205	163	109	139
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted ("Yield")	63.8%	64.5%	63.2%	50.9%	58.2%
Percent Change Year over Year					
Completed Applications	10.4%	10.8%	-18.9%	-17.1%	-7.4%
Applications Accepted	10.4%	10.8%	-18.9%	-17.1%	-7.4%
Applicants Enrolled	20.4%	12.0%	-20.5%	-33.1%	-14.7%
Index of Freshmen Enrollee Aptitude					
High School Rank by Decile					
Number of Enrollees Reporting Rank:	99	124	104	64	
10th Decile (top 10%)	1%	2%	3%	3%	
9th	7%	6%	8%	8%	
8th	8%	6%	9%	3%	
7th	13%	12%	17%	20%	
6th	11%	19%	9%	14%	
5th	16%	13%	15%	8%	
4th	8%	15%	14%	9%	
3rd	10%	6%	10%	13%	
2rd	17%	10%	13%	14%	
1st Decile (bottom 10%)	8%	11%	6%	8%	
Decile containing the median					

Transfers - Undergraduate					
Completed Applications	96	103	99	54	85
Applications Accepted	96	103	99	54	85
Applicants Enrolled	69	73	68	31	55
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted ("Yield")	71.9%	70.9%	68.7%	57.4%	64.7%

Master's Degree	N/A
First Professional Degree	N/A
Doctoral Degree	N/A

NOTES: The application year runs summer-fall-spring. Individuals are de-duplicated across the year. See DFF 5.1 for additional notes.

Goals added per CL 8/1/2018. Last updated SW 8/13/2018

DFF 5.1C Associate's Degrees

Standard 5: Students
(Enrollment, Fall Term)

Credit-Seeking Students Only - Including Continuing Education, Including Non-Matriculated Students

		4 Years Prior Fall 2014	3 Years Prior Fall 2015	2 Years Prior Fall 2016	1 Year Prior Fall 2017	Current Year Fall 2018	Goal Fall 2019
UNDERGRADUATE							
First Year	Full-Time Headcount	180	220	207	171	143	150
	Part-Time Headcount	185	177	239	215	154	225
	Total Headcount	365	397	446	386	297	375
	Total FTE*	256.47	306.87	329.73	282.87	222.00	245.00
Second Year	Full-Time Headcount	69	83	85	73	57	55
	Part-Time Headcount	127	122	161	183	149	180
	Total Headcount	196	205	246	256	206	235
	Total FTE*	127.07	138.20	160.53	163.00	130.27	142.00
Dual/HS	Full-Time Headcount	19	14	29	20	0	15
	Part-Time Headcount	453	374	344	357	13	345
	Total Headcount	472	388	373	377	13	360
	Total FTE*	157.40	133.80	134.93	130.73	3.00	130.00
Nonmatric	Full-Time Headcount	2	6	6	3	3	3
	Part-Time Headcount	80	75	92	80	36	80
	Total Headcount	82	81	98	83	39	83
	Total FTE*	24.27	28.60	29.73	23.33	15.67	25.00

Total Undergraduate Students

	4 Years Prior Fall 2014	3 Years Prior Fall 2015	2 Years Prior Fall 2016	1 Year Prior Fall 2017	Current Year Fall 2018	Goal Fall 2019
Full-Time Headcount	270	323	329	267	203	223
Part-Time Headcount	845	748	844	835	352	830
Total Headcount	1,115	1,071	1,173	1,102	555	1,053
Total FTE	565.20	607.47	654.93	599.93	370.94	542.00
% Change FTE Undergrad from Prior Year	n/a	7.5%	7.8%	-8.4%	-38.2%	46.1%

GRADUATE	n/a

NOTES: "First Year" students have declared a major and completed (earned or transferred in) fewer than 32 credits prior to the start of the fall semester.
Second Year students have declared a major and completed 32 or more.
Dual/HS are the high school dual enrollment programs: Running Start and eStart.
Nonmatric are students who have not delared a major.
Credit count does not include "NA"s.
These data are as of the end of the semester, not census, because Dual Enrollment isn't in place by census.
Goal 2019 goal set as 10% down relative to Fall 2017, per CL
* Total FTE is calculated using 15 credits for the semester.
Updated 8/13/2018 SW

DFF 5.2

Standard 5: Matriculated Students by Level of Credential
(Enrollment, Fall Term)

UNDERGRADUATE		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal
CERTICIFICATE STUDENTS		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First Year	Full-Time Headcount	43	49	49	48	41	45
	Part-Time Headcount	40	34	41	39	35	40
	Total Headcount	83	83	90	87	76	85
	Total FTE*	60.07	66.13	72.27	71.67	59.80	65.00
Second Year	Full-Time Headcount	4	4	8	4	3	3
	Part-Time Headcount	12	15	12	11	9	12
	Total Headcount	16	19	20	15	12	15
	Total FTE*	9.47	10.80	13.13	9.40	6.67	10.00
Total CERTIFICATE Students							
	Full-Time Headcount	47	53	57	52	44	48
	Part-Time Headcount	52	49	53	50	44	52
	Total Headcount	99	102	110	102	88	100
	Total FTE	69.53	76.93	85.40	81.07	66.47	75.00
	% Change FTE Undergraduate	n/a	10.6%	11.0%	-5.1%	-18.0%	12.8%
ASSOCIATE DEGREE-SEEKING							
First Year	Full-Time Headcount	137	170	153	123	102	105
	Part-Time Headcount	145	142	196	176	119	185
	Total Headcount	282	312	349	299	221	290
	Total FTE*	196.40	239.27	251.53	211.20	162.20	180.00
Second Year	Full-Time Headcount	65	82	83	69	54	52
	Part-Time Headcount	115	109	151	171	140	168
	Total Headcount	180	191	234	240	194	220
	Total FTE*	117.60	131.40	153.80	153.60	123.60	132.00
Total ASSOCIATE DEGREE Students							
	Full-Time Headcount	202	252	236	192	156	157
	Part-Time Headcount	260	251	347	347	259	353
	Total Headcount	462	503	583	539	415	510
	Total FTE	314.00	370.67	405.33	364.80	285.80	312.00
	% Change FTE Undergraduate	n/a	18.0%	9.4%	-10.0%	-21.7%	9.2%

NOTES: "First Year" students have declared a major and completed (earned or transferred in) fewer than 32 credits prior to the start of the fall semester.

Second Year students have declared a major and completed 32 or more.

Credit count does not include "NA"s. These data are as of the end of the semester, not the census date.

*Total FTE calculated using 15 credits for the semester.

Updated 8/13/2018 SW; goals per CL: 10% down relative to two years prior.

DFF 5.2A

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

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

We have no specific statement on this.

	2014-15	2015-16	2016-17	2017-18
Three-year Cohort Default Rate *	9.5 -2011	11.8-2012	13.3-2013	15.0 - 2014
Three-year Loan repayment rate		74%	52%	49%
(from College Scorecard)				

	3 Years Prior	2 Years Prior	Most Recently Completed	Current Year	Goal (specify year)
	2014-15	2015-16	2016-17	2017-18	2018-19
Student Financial Aid					
Total Federal Aid	$4,632,815	$4,701,055	$4,951,067	$4,704,950	$4,693,000
Grants	$1,661,487	$1,654,269	$1,674,134	$1,655,873	$1,650,000
Loans	$2,934,992	$3,014,572	$3,253,595	$3,029,362	$3,025,000
Work Study	$36,336	$32,214	$23,338	$19,715	$18,000
Total State Aid	$171,127	$170,623	$171,202	$170,208	$170,000
Total Institutional Aid	$0	$0	$0	$0	
Grants	$0	$0	$0	$0	
Loans	$0	$0	$0	$0	
Total Private Aid	$30,575	$22,802	$66,933	$61,423	$60,000
Grants	$0	$0	$0	$0	
Loans	$30,575	$22,802	$66,933	$61,423	$60,000
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	80%	76%	72%	73%	70%
Graduates	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a
For students with debt:					
Average amount of debt for students leaving the institution with a degree or certificate					
Undergraduates	$13,638	$10,225	$10,859	$12,280	$12,000
Graduates	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a
Average amount of debt for students leaving the institution without a degree or certificate					
Undergraduates	unknown	unknown	unknown	unknown	unknown
Graduate Students	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a
% of First-year DEGREE students in Developmental Courses (for which no credit toward a degree is granted)					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	6.2%	3.4%	2.1%	0.8%	0%
Math	21.2%	15.8%	0%	0%	0%

Please enter any explanatory notes in the box below

The FinAid numbers are for all students together -- no subgroups. For the Financial Aid year, summer is the header. Loan Repayment Rate comes from the College Scorecard. 2016 numbers assembled by MB and KD, MB has the backup data. DB provided the three-year cohort default rates for all years. 11/8/17: DB provided updated FinAid and Debt numbers. Updated again 7/20/2018 Goals added SW per CL 8/1/2018

For the Developmental Course numbers, first-year students are defined as they are in DFF 5.2: matriculated with <32 prior credits. Students must be matriculated in a degree (not a certificate) program. Students may be enrolled either fall or spring of the academic year. Registrations are counted if RE, RF, RW, SP, SF, SW, IF, DN. Students taking both developmental math and developmental English are counted in both categories in this chart. Students taking multiple developmental math (or English courses) are counted once in math (or English). Last updated 7/17/18 SW

Data not available for Average amount of debt for students leaving the institution without a degree. Percent and Average amount of debt are for our student that graduated. DB 11/8/2017

DFF 5.3

Standard 5: Students
(Student Diversity)

Undergraduate ADMISSIONS Information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students			
Male	222	221	134
Female	296	283	191
Gender Non-Conforming	10	10	1
Age 18-19	264	258	154
Age 20-24	89	87	49
Age 25+	164	158	116
NH Resident	438	429	289
Not a NH Resident	90	85	38
Graduate Admissions information	**N/A**		

Undergraduate ENROLLMENT Information	Full-time Students	Part-time Students	Total Headcount	FTE (assuming 15 credits per semester)
Category of Students (e.g., male/female)				
Male	98	65	163	135.60
Female	102	265	367	224.50
Gender Non-conforming	2	3	5	3.70
Under age 18	1	2	3	2.30
Age 18-19	104	41	145	130.30
Age 20-24	49	90	139	91.30
Age 25+	48	200	248	139.90
NH Resident	174	306	480	320.60
Not a NH Resident	28	27	55	46.80
Graduate Enrollment information	**N/A**	**N/A**	**N/A**	**N/A**

NOTES: Admissions data are from **201730/201810/201820**. They have been revised to exclude students who were inactivated or withdrew before being accepted. Each applicant appears once; for those who applied more than once, the most successful application (accepted and enrolled) was chosen. ---- Enrollment data are from Fall 2018 (201910). "NA" is excluded from enrollment. FTE students is # credits / 15. Admissions updated 6/19/2018 SW. Enrollment updated 8/10/2018 SW

DFF 5.4

STANDARD SIX
TEACHING, LEARNING, AND SCHOLARSHIP

DESCRIPTION

Faculty and Academic Staff

In FY 2018, WMCC employed twenty-four F/T faculty and 129 adjunct faculty. All of the F/T faculty taught face-to-face courses, and five (21%) also taught online. Among the adjunct faculty, twenty-three (18%) taught exclusively online, seventy-two (56%) taught exclusively face-to-face, and the remaining thirty-four (26%) taught in both modalities. Some faculty teach in multiple locations. During FY 2018, twenty-two of the F/T faculty taught in Berlin, three taught in Littleton, one taught in North Conway, and two taught at the Omni Mt. Washington location.

As defined in the College's F/T Collective Bargaining Agreement (F/T-CBA), *F/T faculty* refers to F/T academic appointments to a college or academic division within CCSNH as an Instructor, Assistant Professor, Associate Professor, or Professor. These positions are salaried appointments and are exempt under the Fair Labor Standards Act. F/T faculty have Supplemental Job Descriptions (SJDs) describing the scope of their work, including accountabilities, requirements (educational and/or professional), teaching responsibilities, institutional service, and scholarly expectation. Samples can be found under SJD: Faculty in the electronic Workroom. Institutional information and guidance for faculty (as well as for all employees) are located on the Employee Resource page of the College's LMS.

Adjunct faculty refers to instructional appointments made by the administration of the College. These appointments are primarily made on a semester-by-semester basis and are limited to the particular semester for which the adjunct is appointed. As per the P/T-CBA, the College does have the option to appoint adjunct instructors for an entire academic year, provided they have served at least ten consecutive semesters. Adjunct faculty do not receive SJDs. They have an updated *Adjunct Faculty Handbook* and an *Adjunct Teaching and Learning Guide* (available on the College website at https://www.wmcc.edu/academics/adjunct-faculty-handbook and https://www.wmcc.edu/academics/teaching-guide-adjunct-faculty respectively), both of which answer questions and guide adjuncts in the performance of their instructional duties. While most F/T faculty serve on at least one standing committee as part of their institutional service, adjunct faculty are invited to do so, but they are not required to.

WMCC is committed to the professional development of its faculty and staff, dedicating funds to support faculty registration for and travel to conferences and workshops. The College has a professional development budget both as part of its operating budget ($10,000 annually) and through Perkins funds. The $10,000 is available to all faculty (F/T and adjunct) and staff, who must submit a request for funding to the Professional Development Committee (see Professional Development documents in the electronic Workroom). The Professional Development Committee then determines whether to grant the request based on availability of funds, the relevance of the activity to the employee's profession, the costs involved, and similar considerations (see Professional Development Committee Minutes). Perkins funds are available

to faculty within the Career and Technical Education (CTE) programs; these must be approved by the President (for this process, see Pro Dev Fund Request Guidelines). Additional opportunities for professional development are available at the annual CCSNH Symposium, where colleagues throughout the System network, share ideas, and learn about new teaching methodologies and effective pedagogies. At WMCC, the VPAA coordinates teaching workshops prior to the beginning of the fall semester to prepare F/T faculty and academic staff for the upcoming academic year.

To ensure quality instruction, the VPAA, Department Chairs, and Program Coordinators periodically evaluate all WMCC faculty. Performance evaluations for F/T faculty relate to the scope of their work as described in their SJDs, including (1) Teaching and Learning Effectiveness, (2) Academic Contributions, (3) Service to Students, (4) Service to the Department/System/Community, and (5) Professional Growth and Development. The purpose of these evaluations is for the College to assess an employee's job performance and to provide a basis for professional development, improvement, retention, promotion, and other personnel decisions. F/T faculty, contingent on satisfactory performance, are awarded pay increments depending on years of service until they reach the highest step on their pay scale. Faculty Evaluation forms are posted in the Workroom.

During the first year of employment, new F/T faculty go through a probationary period of twelve months from the date of hire and undergo evaluations twice, once at the end of each of their first two semesters of teaching. This probationary period is followed by a single-year appointment whereby the new employee undergoes further evaluation, conducted at least once during that year. For the next four years, evaluations of F/T faculty occur at least once every two years. Faculty members must participate in a performance-review meeting with their Academic Department Chair and the VPAA to discuss strengths and areas to improve. An Individual Professional Growth Plan is then developed prior to the start of the next performance period. Faculty who have been employed for seven or more years are evaluated every third year. They must likewise participate in a performance-review meeting with their Department Chair and create a Growth Plan prior to the start of the next performance period. These evaluations, regardless of the employee's years of service, include an assessment of instructional and non-instructional responsibilities. The evaluation process also includes at least one classroom observation. Article 12 of the F/T-CBA (in Workroom under Standard 9) outlines the requirements for all performance evaluations.

At the end of each semester, faculty are also evaluated electronically by their students with IOTA Solutions software (see Appraisal, below, as well as Standard Four). These student course evaluations are sent to students *via* email approximately two weeks prior to the end of the semester. They include questions related to course organization, instructor efficacy, usefulness of textbooks, teaching styles and methodology, and general approval. These evaluations are anonymous, available to the instructor of the course only after grades have been submitted. Besides the instructor, the Department Chair, the Program Coordinator, the VPAA, and the President have access to them. As for adjuncts, Department Chairs and/or Program Coordinators evaluate them based on student evaluations, individual student commentary (both oral and written), review of the syllabi and other teaching materials, evidence of student learning, and classroom observation.

Regarding WMCC's academic staff, they fill the following positions: Librarian, Library Technician, Admissions Counselor, Disabilities Coordinator, Running Start Coordinator, Student Assistant Program Counselor, Academic Support Coordinator, and academic support staff. These employees are designated as "academic staff" because they, like faculty, provide academic support to students. They also support faculty by tutoring, proctoring exams, assisting in research, and performing other instruction-related activities. The SJD: Academic Staff are posted in the Workroom. Performance evaluations of academic staff are conducted annually by the staff members' supervisors, who base their evaluations on elements laid out in the staff members' respective SJDs. Each academic staff member's specific assignment may be viewed in the Organizational Chart provided as a supplemental document.

For hiring F/T faculty, positions are initially posted for one week within the CCSNH System (aimed at in-house applicants). If the applicant pool is small or if in-house candidates do not satisfy the specifics of the job description, positions are then posted externally on online job boards and the CCSNH and WMCC websites. They are also advertised in regional newspapers. The F/T-CBA (Articles 11.1 and 14.2) requires that faculty duties be spelled out in the job description of the new hire's written letter of appointment. Potential adjunct faculty sometimes become aware of positions through job advertisements in newspapers, but more often they become aware of an opening through Department Chair and Program Coordinator networks. Many prospective adjuncts begin by contacting HR. They then submit an application and résumé (or *Curriculum Vitae*), which is put on file should an available position arise. The CBA as it relates to adjunct faculty (P/T-CBA) provides the following directives: that the College's VPAA appoints adjunct faculty (Article 8A), that appointments are for a single semester (though, as mentioned above, the option for a full academic year appointment does exist under certain conditions), and that a letter of appointment shall be delivered at least fourteen days prior to the commencement of the semester, to be signed and returned to the College (Article 8E). All CBAs may be found under Standard 9 in the electronic Workroom.

To apply for a position, both F/T and adjunct faculty submit a résumé (or *Curriculum Vitae*), transcripts, and an application with a list of references. The VPAA reviews this material and determines the pay grade of the new hire, while HR checks references. Ultimately, the VPAA decides whether to hire an applicant, though Department Chairs have considerable leverage. When the hiring committee selects a candidate, the HR Officer reaches out to that candidate to offer the position. For adjunct faculty, the letter of appointment complies with the P/T-CBA and lists the person's name, the course to be taught, and related information. For F/T and P/T staff, the HR Officer reviews the application material to ensure the applicant meets all required minimum qualifications. Then, the HR Officer sends the application material of all qualified applicants to the search committee for review. The search committee decides whom to invite for an interview. It's important to add that CCSNH is an equal-opportunity employer and does not discriminate on the basis of age, sex, race, color, religion, national origin, disability, genetic information, veteran status, marital status, or sexual orientation.

The F/T-CBA establishes salaries and benefits resulting from union negotiations between the faculty's union—the New Hampshire Higher Education Union (NHHEU)/IBEW 2320—and CCSNH. Article 17, together with appendices, provides specific compensation and benefit provisions to attract and retain qualified applicants. The F/T-CBA also authorizes educational

leave without pay after an employee has had two years of continuous employment, that leave being fewer than or equal to twelve months. It further states that after six years of continuous employment, employees are eligible for educational leave for fewer than or equal to six months at half pay (Article 25.2). After ten years, this option for educational leave increases to one year at half pay. During these educational leaves, the employee can apply for institutional funds for professional development, including tuition costs for accredited coursework (Article 25.2).

As noted above, F/T faculty and all academic staff have SJDs that define their duties, accountabilities, educational requirements, and scholarly/professional expectations. For entry-level positions, faculty teaching within the Humanities and Liberal Arts must possess a minimum of a master's degree in the discipline, a terminal degree being preferred. In other programs, including CTE, scholarship is more appropriately understood as professional preparation and experience in the field, often with certification requirements included. Each faculty member teaches between fifteen and eighteen contact hours per semester. Anything over eighteen constitutes overload, for which faculty are compensated according to their labor grade. For student advising, all faculty must post office hours (three hours per week plus two hours by appointment). All F/T faculty likewise partake in open-house and student-orientation events to advise incoming students on programs of study, course requirements, credit requirements, and the like. Concerning institutional service, most faculty must serve on at least one standing committee. For institutional assessment and improvement, they do annual program appraisals, whereas at five-year intervals, they conduct program reviews, a process that the VPAA oversees (see Standard Four for Program Review).

Besides describing the policies for recruiting F/T faculty and their duties (Articles 10.7.2 and 10.8.2), the F/T-CBA outlines the process for promotion (Article 11), including instructions for evaluating F/T faculty (Article 12). Further, Article 16 describes progressive discipline, the retention of disciplinary documentation, and suspension with pay during a disciplinary suspension; while Article 7 provides specific and detailed grievance procedures, both how to voice a grievance and how to resolve one. As for the promotion of adjunct faculty, after completing six semesters of successful teaching at the College, they may advance from Adjunct Instructor to Adjunct Lecturer or from Adjunct Lecturer to Adjunct Senior Lecture (P/T-CBA Article 16D). They are entitled to a pay raise per credit hour based on semesters of service, education, qualifications, and skills.

On the topic of ethics, faculty are guided by the National Education Association Code of Ethics and endorsed by the BOT (see http://www.nea.org/ aboutnea/code.html). The College makes Affirmative Action a condition in the hiring process. It maintains a State Domestic Violence in the Workplace Policy, to which all employees must agree. It offers counseling to employees who suffer from dependency issues, including drugs and alcohol, or who are victims of domestic violence. As an academic community committed to teaching and service excellence, WMCC fosters a professional atmosphere that promotes the highest standards of professional conduct and integrity. To ensure students receive a quality education, faculty and staff must demonstrate the highest standards of professional behavior. They must exercise professional judgment; perform official duties with honesty, integrity, and fairness; insist on equitable treatment of all students; and use institutional resources economically.

Combined with this code of ethics, the F/T-CBA outlines the College's commitment to academic freedom (Article 6). Insofar as the common good depends upon the free search for truth, academic freedom is essential to both teaching and research. In policy, the CCSNH BOT endorses American Association of University Professors' statement on academic freedom (https://www.ccsnh.edu/sites/default/files/content/documents/600%20Academic%20Section%202-5-15.pdf, Section 690), which can be found at www.aaup.org.

Teaching and Learning

Faculty act as role models, practicing and advocating policies related to academic honesty and integrity. The administration works with faculty to review the effectiveness of the curriculum, academic policies, and instructional and evaluation practices. Many faculty hold credentials beyond the minimum educational requirements for their positions. For example, the College's Nursing Professors possess current New Hampshire Registered Nurse licenses and meet the Board of Nursing's continuing-education requirements for licensure; Professors of Office Management and Allied Health and Commerce (i.e., Health Sciences and Services) maintain Certified Medical Assistant credentials; Assistant Professors of Advanced Welding Technology either possess certification or have the credentials and experience to pass welder certifications tests related to specific course material; Instructor and Program Coordinator of Advanced Welding Technology has American Welding Society Certification and American Society of Mechanical Engineers Certification; the Professor of English and Chair of Liberal Arts has a doctorate in medieval/ Renaissance literature, with a graduate minor in Rhetoric and Composition; the Assistant Professor of Baking and Pastry Arts is a certified working pastry chef through the American Culinary Federation; both F/T faculty members in the Automotive Technology Program have professional training, experience, and credentials in their field and own their own auto repair shops; several adjuncts have doctorates and/or have publications in literary magazines and anthologies.

APPRAISAL

This appraisal identifies five thematic areas: professional development, the shortage of F/T faculty and academic staff, the College's reliance on adjunct faculty, the *Employee Handbook*, and student advising.

Faculty and Academic Staff

In principle, WMCC is committed to professional development for its faculty and academic staff, dedicating funds (both as part of the operating budget and through Perkins funds) to support faculty registration and travel to conferences and workshops. In fact, the operating budget sets aside funds for professional development amounting to $10,000. Additionally, WMCC and CCSNH as a whole provide opportunities for professional development by sponsoring pre-semester workshops and the annual Symposium. Besides providing professional development and access to successful pedagogy, the CCSNH Symposium allows employees to network and share ideas among colleagues. Regarding WMCC, the VPAA holds teaching workshops prior to the beginning of each fall semester. For faculty within CTE programs specifically, professional development is offered through Carl D. Perkins grants.

Notably, faculty do keep abreast of current theory, advances, skills, and pedagogy beyond that which is available at annual Symposiums and pre-semester workshops. Nursing faculty (almost 25% of all F/T faculty) and Automotive Technology faculty (10% of all F/T faculty) participate in regular continuing-education activities, for which they are reimbursed. One faculty member in Heavy Equipment Diesel attended training on heavy equipment systems, for which he too was reimbursed. Two members of the Advanced Welding Technology faculty (another 10% of all F/T faculty) recently participated in millwright training, while the Professor of Business Studies and Department Chair of Allied Health and Commerce participated in accreditation education, all three of whom were funded through Carl D. Perkins grants.

In 2017, the English Program Coordinator attended a two-day Accelerated Learning Program Co-Requisite Workshop (sponsored by CCSNH) offering best ways to integrate developmental students into College Composition through co-requisite remediation (see Standard Four). Adjunct Math faculty have participated in Guided Pathways to Success (GPS) initiatives, too, designing co-requisite math courses to replace developmental ones. Additional training and professional development have been available through GPS Summer Academies, two-day workshops related to the Humanities Collaborative Grant, System-sponsored winter convenings, and various other Complete College America (CCA) workshops. One adjunct became a member of a System-wide group addressing online teaching techniques, a collaborative effort culminating in a group attending the International Symposia on Online Education.

In addition, CCSNH offers the Chancellor's Innovation Grant, awarded to faculty who engage in experimental teaching and learning, an award recently received by a Life Sciences Professor for incorporating technology into labs and classrooms. In January 2013, WMCC's Science Professor received two Innovation Fund Awards, one for a proposal entitled "Hybrid Science Course Development" and another for a proposal entitled "IPads and Apple TVs to Create a More Engaged Classroom Environment." In 2015, a WMCC Professor and STEM Outreach Coordinator presented best practices in the welding pathway, such as having industry connections drive curriculum and having stackable courses so that a one-year certification program can seamlessly transfer to a pipe-welding certification the following summer, which then readily transfers to an Associate of Science Degree, a cohort-based program having high completion rates.

Other examples of professional development that employees have engaged in over the last few years include the following:

- The Granite State Human Resources Conference
- An Advanced Bread Baking Class
- The biennial meeting of the Society for Community Research and Action
- The Association of College and Research Libraries New England Annual Conference
- The New Hampshire Association for the Education of Young Children Annual Conference
- The New Hampshire Land Surveyors Association Case Studies Seminar
- The Northeast Regional Psychiatric Nursing Conference
- The Online Learning Consortium International Conference
- An Autism Workshop for staff at the Child Development Center

- The Nurse Educators Conference
- The New England Public Health Conference
- The Human Anatomy and Physiology Society Annual Conference
- Hydraulic Training
- The Northeast Association of Institutional Research Annual Conference
- The Psychopharmacology Conference
- The New Hampshire Immunization Conference
- A Clinical Faculty Development Workshop
- The Cisco Networking Academy
- Internet of Things Fundamentals
- Millwright Training, including the Electrical Troubleshooting Training International Millwright Conference and a Training Millwright Safety Committee/Welding Workshop.

Regarding WMCC's small number of F/T faculty (the second thematic area of concern), such numbers make these employees a precious commodity. Attending a two-day conference for professional development is certainly manageable, though in certain cases students may miss class time as a result. Still, faculty can assign online work through Canvas (as they do during class cancellations because of adverse weather), and indeed, such assignments are warranted in this digital age. Moreover, the loss of valuable class time would not apply across all programs. Even though the Liberal Arts Program has only one F/T faculty member, the Nursing Program has six who work collectively to ensure classes are covered.

Where the shortage of F/T faculty hits home relates to educational leave. As indicated in the description above, the F/T-CBA authorizes eligible faculty to take educational leave. Within the last two decades, however, the number of faculty who actually did is infinitesimally small (two, at most). When asked, several faculty members said they were unaware it existed. Others said they simply chose not to take it. Still others were reluctant to take educational leave because of uncertainties regarding future employment at the College. This concern is understandable given the tenuous state of small post-secondary institutions in the northeast region, combined with the College's layoffs in AY 2014-2015. Surely, better communication could allay some of these concerns, particularly when some faculty did not even know educational leave existed. However, this matter raises another issue besides communication: namely, the advisability and financial practicality of such a policy at a small community college whose primary responsibility is to its students.

WMCC has a small number of F/T faculty compared to what it had in the past. Consequently, the College relies more heavily on adjuncts, the third thematic area of concern (see Data-First Forms 6.1 and 7.1). These days, such reliance is part of the landscape of post-secondary education; but at WMCC, the ratio of adjuncts to F/T faculty is higher than average. Using the fiscal year F/T and P/T faculty numbers reported to IPEDS, which appear in Data-First Form 7.1, WMCC has a 6.4-to-1 ratio of adjunct to F/T faculty. This is much higher than the 3.2-to-1 ratio across New England colleges and universities, as well as the 3.6-to-1 ratio among rural colleges in New England. This high adjunct-to-F/T faculty ratio is common across CCSNH, which averages 4.4 adjuncts for every one F/T faculty member. See the Faculty Ratio table and graph in the electronic Workroom. WMCC's ratio is high primarily because of two AFAs: Arts & Humanities and STEM. In some programs, such as Nursing, there are few if any adjunct faculty.

One might argue that WMCC's small size provides some perspective: class sizes average between seven and eight students. Perhaps with small classes, F/T faculty have more time for adjunct oversight, but this oversimplifies the matter. Class preparation and time spent in the classroom are the same regardless of class size. More importantly, given the College's "high-touch commitment to student success" (see the College's identity statements under Description in Standard Two), the care and personal attention that is so much a part of its institutional culture, faculty make strong connections with these students, give thorough feedback on assignments, and spend considerable time advising them both in and out of class.

As an example of the demands placed on faculty because of the high adjunct-to-F/T faculty ratio, the current Arts & Humanities Chair is responsible for all adjuncts teaching in this AFA at the College's three locations and online. In spring 2018, this responsibility included evaluating twenty-three adjuncts. Of those twenty-three, eleven received completed Faculty Classroom Observation Worksheet forms (with the accompanying Faculty Course Portfolio Form Adjunct). All told, of those adjuncts teaching on the Berlin campus, 86% were reviewed, then signed and returned their observation forms; of those teaching in Littleton, only 50% completed the process. There is no record that any of the ten Arts & Humanities adjuncts teaching in North Conway were observed. To its credit, the College has taken active measures to address this shortcoming. As of spring 2018, the F/T Director of the Littleton Academic Center is now the Director of both the Littleton and North Conway Academic Centers. This Director, in conjunction with the Arts & Humanities Chair, performs many duties associated with the supervision, guidance, and evaluation of adjunct faculty, and indeed this individual has performed these duties admirably. Until spring 2018, the Associate VPAA (as part of her job description) was the Director of the North Conway Academic Center. Now that the Associate VPAA has been relieved of these duties, she can devote more time to other area of her job description. Furthermore, because the former Director of the Littleton Academic Center is now the Director of both Academic Centers, there is a streamlining of accountabilities that lends itself to more efficiency.

Even though WMCC struggles to get a high rate of completion on its adjunct observations, it is important to note that no evidence suggests that WMCC's adjuncts are performing poorly. On the contrary, WMCC hires adjuncts who possess the academic and/or professional credentials needed to fulfill their instructional duties. Further, in 2016 WMCC revised its recruiting and selection process to include input from Department Chairs and/or Program Coordinators. Previously, the VPAA, after consulting an application, decided whether to offer the applicant the position. Now, the applicant must meet the approval of both the VPAA and the respective Department Chair and/or Program Coordinator. Thus, there is a better chance that the College will hire an individual who is both well qualified and a good fit. Additionally, Department Chairs and Program Coordinators, being involved in the selection process, have less cause to complain should an adjunct prove unworthy.

Here, it should be noted that many of the College's adjuncts are content, well adjusted, longstanding, seasoned employees of the College, testament to the fact that the College is treating them well. In fall 2016, the Academic Affairs Office surveyed adjunct faculty. There was a good response rate, and the results were encouraging (see the Adjunct Survey Responses and Results in the Workroom). Perhaps because of opening this line of communication, administration did begin receiving some complaints from adjunct faculty because they did not

know where offices on campus were located, where they were supposed to go for certain services, or where they were teaching their classes. In response, the VPAA began to offer an adjunct orientation session in Berlin in January 2017; such sessions were routine in Littleton, where adjunct faculty also reported more satisfaction. The Academic Affairs Office strengthen communication with adjunct faculty, particular around the message that they do not have to figure out which staff member is responsible for an area to ask for help; instead, they should feel free to ask anyone in the office. This is an area in which the College is improving with better communication.

After adjuncts are hired, Program Coordinators and Department Chairs maintain contact with them (generally through email) as a way to monitor and assess their character, attitude, and competence. Student course evaluations also provide a way for the College to assess adjunct performance; response rates on these evaluations are similar for F/T and adjunct faculty. WMCC does have systems in place to monitor adjunct performance, and indeed there is good reason to think adjuncts are performing their jobs. Nevertheless, there is room for improvement, particularly in the AFAS that have many adjunct faculty.

The high school dual enrollment program known as Running Start has its own system of faculty evaluation. Using the [Running Start Forms](#), both F/T and adjunct faculty with appropriate qualifications partner with and supervise the Running Start faculty. This happens outside the faculty member's regular work load, through a contract set up with the Running Start Coordinator. The high school students being served also complete course evaluation, albeit using a separate system from the rest of the College.

WMCC's comparatively small number of F/T faculty hits many areas. For example, the College's sixteen standing committees have only twenty-two F/T faculty members to serve on them. In fact, several of these committees require more than one F/T faculty member (for more on standing committees, see Standard Three). Another issue concerns training new hires. Such training is ostensibly provided by appropriate supervisors at the time of hire. In addition, newly hired faculty receive guidance from the Academic Success Center (ASC) and library staff. However, in cases when a new hire assumes the position of Program Coordinator or Department Chair, supervisors struggle to provide sufficient training, particularly when they themselves have other responsibilities. Recognizing training as an area to improve, the College is considering having seasoned faculty become mentors to new hires, although whether these seasoned faculty will have time to serve effectively as mentors is not yet clear. Additionally, the College would like to create a training guide or check list for standardized formal training. These ideas indicate that the College is actively seeking to train employees more effectively.

Adjunct recruitment is one area where the College has made considerable strides. As described above, candidates sometimes become aware of positions through regional newspaper advertisements, but more often they are introduced to an opening through Department Chair and Program Coordinator networks. In addition, many prospective adjuncts begin by contacting HR and then submit a résumé and application material. These strategies are appropriate and helpful and, as a result, should remain a part of the College's efforts. In 2016, however, the College became more proactive, making use of additional recruitment strategies, such as posting vacant positions on the College's online application system. Such an approach has the virtue of reaching

a broader audience, thereby enhancing its applicant pool and potentially increasing the number of reliable, qualified candidates.

Along with this proactive approach, CCSNH continues to negotiate pay raises with the bargaining units to make adjunct positions more palatable to qualified, skilled educators. According to Article 16 of the P/T-CBA, an adjunct's opportunity for promotion comes in the form of monetary compensation. If the College hopes to attract the best candidates, it must pay them accordingly. Whereas F/T faculty and academic staff have excellent health care benefits, adjuncts have none: thus the need to incentivize them through pay increases. In this spirit, union negotiations, conducted by SEIU-1984 (the company representing CCSNH adjunct faculty), have recently come to a settlement that provides salary increases for adjuncts (see Standard Seven).

The fourth thematic area of concern, the *WMCC Employee Handbook,* is another item illustrating the College's recent efforts to address a clearly defined need. Even though the *Employee Handbook* contains information relevant to faculty and other members of the instructional team, it fell significantly out of date, the last revision occurring in 2010. As a replacement, the HR Office has been creating an Employee Resource page on Canvas (WMCC's new LMS), to be completed during AY 2018-2019. As an electronic resource, it will be easier to update and will always be current.

Teaching and Learning

Along with recruiting and hiring qualified faculty (whether F/T or adjunct) comes the need for diversity, a principle that ensures student exposure to multiple perspectives, various opinions, and different teaching styles. As noted earlier, CCSNH is an equal-opportunity employer and does not discriminate on the basis of age, sex, race, color, religion, national origin, disability, genetic information, veteran status, marital status, or sexual orientation. Because WMCC offers many different sorts of programs (including Advanced Welding Technology, Automotive Technology, Business, Culinary Arts, Nursing, Criminal Justice/Homeland Security, and Liberal Arts), WMCC has a high level of faculty diversity, each member possessing distinct talents and expertise that reflect a variety of academic and professional backgrounds, disciplines, and experiences. Adjunct faculty often bring longtime industry and/or teaching experience and, in many cases, offer a "real world" perspective on the careers students aspire to enter. Faculty diversity is likewise evident in the fact that two F/T faculty members are women teaching in traditionally male-dominated fields: Environmental Science and Advanced Welding Technology. Given the demographics of the North Country, however, achieving diversity of race and ethnicity is a challenge, through no fault of the institution. Still, by improving its recruiting strategies, WMCC has the potential to attract a larger pool of qualified candidates whose backgrounds reflect a broader social and cultural diversity.

Another area that promotes student exposure to diversity is WMCC's insistence on academic freedom: each faculty member is granted full freedom in research and in the performance, presentation, and publication of such research. Faculty are also granted full freedom in the classroom when discussing their subject and are likewise free to select their classroom materials, including course texts (unless the text is prescribed for course consistency and uniformity

throughout many sections). Furthermore, faculty members are free to discuss controversial issues and obligated to present various scholarly opinions fundamental to the advancement of truth.

In some cases, particularly in small programs, one F/T faculty member may teach a preponderance of a program's major requirements. On the other hand, all of the degree programs and some certificates require General Education courses, requirements that enhance a student's exposure to diverse faculty, teaching styles, thoughts, experiences, and opinions.

As for the question of whether the College provides opportunities for students to conduct research both inside and outside the classroom, here too the College has seen success. For example, all degree-seeking students are required to enroll in ENGL 120: College Composition, a course designed around the research paper. In fact, the English Department offers other courses that develop research skills, including ENGL 130: Writing in Your Major and ENGL 211: Technical Writing, one or the other being required for Accounting, Business Administration, New Business Economy, Diesel Heavy Equipment Technology, Environmental Science, Health and Wellness Facilitator, Health Science, IT, Office Management Medical, Resort and Recreation Management, and Trades Management.

Regarding student opportunities for research and scholarship outside the classroom, again evidence abounds:

- The Baking and Pastry Arts Certificate and its Associate of Science Degree both require students to take three credits in a summer Baking and Pastry Arts Co-op I course.
- The Culinary Arts Certificate and its Associate of Science Degree require students to take three credits in a summer Culinary Co-op I course.
- The Diesel Heavy Equipment Technology Certificate and its Associate of Science Degree require students to take three credits in a summer or winter Cooperative Education course.
- Clinical courses for Nursing have a lab/clinical requirement, which is thirteen hours per week for first-year students and fifteen hours per week for second-year students.

In addition, many programs in the Health Sciences and Services AFA require students to complete internships. They have done so at the following locations:

- AVH Surgical Associates (Berlin, NH)
- Coös County Family Health (Berlin and Gorham, NH)
- Ammonoosuc Community Health Services (Littleton, NH)
- Weeks Hospital (Lancaster, NH)
- Memorial Hospital (North Conway, NH)
- Dartmouth-Hitchcock and its Affiliates (region wide)
- Littleton Regional Healthcare (Littleton, NH)
- Mid-State Health Center (Plymouth, NH)
- Rowe Health Center with Cottage Hospital (Woodsville, NH).

Meanwhile, the Environmental Science Program keeps students current in their field by:

- Incorporating research into several of its core classes: CHEM 113: Environmental Sampling and Analysis, ENVS 118: Conservation Biology, ENVS 210: Environmental Project, GIS 112: Introduction to Geographic Information Systems, GIS 211: Geographic Information Systems Applications, and ENVS 116: Water Resources and Hydrology.
- Collaborating with Plymouth State University through the Lotic Volunteer Network for Collecting Data on Temperature, Electrical Conductivity, and Stage (LoVoTECS) Program. Students in the program monitored two sensor sites (one in the Androscoggin River and one in Dartmouth's Second College Grant), collecting data on water chemistry, temperature, and depth, and regularly assisting with maintenance both in and out of the classroom.
- Collaborating with UNH to collect data for the Community Collaborative Rain, Hail, and Snow (CoCoRAHS) network. Students collected albedo data on campus during the winter months from 2011-2015, assisting with data entry and management, as well.
- Partnering with New Hampshire Fish and Game to mentor students through Research Experience for Undergraduates (REU) internships during the summers 2013-2015.

To improve student learning through research and scholarship, faculty in the Life Sciences participate in IDeA Network of Biomedical Research Excellence (INBRE) training sessions related to the use of iWorx, a data acquisition and analysis system for Advanced Placement labs. Additionally, the New Hampshire INBRE grant awarded four lab units with laptops to the program, ensuring that students in the major are equipped with the technology they need to conduct research and to be current and prepared in the field.

Opportunities to improve teaching are offered through the College. The VPAA and a Professor of Teacher Education have presented a workshop on Learning Theories. Similarly, the Nursing Department have presented the Flipped Classroom to encourage faculty to use teaching methods that facilitate active learning. Other faculty members have presented workshops for their peers on the use of technology in the classroom. The annual CCSNH Symposium also includes elective sessions on teaching effectiveness.

Some learning activities are essential, such as training in the College's LMS, which happens continually. When new features emerge, the Technical Support Specialist offers workshops. At the 2017 CCSNH Symposium, specific training sessions prepared faculty and staff for the transition from Blackboard to Canvas. Likewise, WMCC's College Counselor in fall 2017 conducted a Student Management Workshop so that faculty and academic staff know proper courses of action should a situation arise. The Coordinator of Disabilities Services also trains faculty and academic staff (last training done in January 2018), for these employees need to know what they can do to accommodate students with disabilities and learning differences.

As for student advising, the fifth thematic area of concern, the load varies widely across departments. The Allied Health and Commerce department has had two F/T faculty and a handful of P/T Program Coordinators to advise anywhere from one-hundred to two-hundred students, depending on the year. The Interdisciplinary Studies and Liberal Arts programs have one F/T faculty member responsible for around ninety students. Within the Culinary Arts, on the

other hand, two faculty members are responsible for five to fifteen students. Faculty assignments and workloads are reappraised each semester and adjusted as institutional conditions change, but the notion that faculty have adequate time to perform effective advising is a stretch, particularly in certain programs. In many cases, during the summer when F/T faculty are not available, academic staff and administrators take up the slack. The new AFA structure will reduce some of these disparities, but the College must reassess its advising structure to provide effective advising services to students.

PROJECTIONS

To provide the resources, training, and professional development for WMCC faculty and academic staff to be of greatest service to its students and the rest of its community, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will be more deliberate and purposeful in providing orientation and training to adjunct faculty and F/T new hires.	HR Office/ Academic Affairs	AY 2018-2019
WMCC will ensure the Employee Resource page on Canvas is updated on a regular basis to remain current.	HR Office	AY 2018-2019
WMCC will track the professional-development activities of its faculty for relevance, applicability, adequacy, and other considerations related to professional enrichment and institutional service.	Professional Development Committee	Continuous starting AY 2018-2019
WMCC will reassess the student advising structure so that students receive appropriate, timely, and effective academic advising.	VPSA/ Director of ASC	Continuous starting AY 2018-2019

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	4 Years Prior Fall 2014	3 Years Prior Fall 2015	2 Years Prior Fall 2016	1 Year Prior Fall 2017	Current Year Fall 2018
Number of Faculty by category					
Full-time	26	18	20	24	22
Adjunct*	79	87	114	105	110
Total	105	105	134	129	132
Percentage of Courses taught by full-time faculty **					
	40.78%	27.15%	21.14%	25.79%	n/a
Number of Faculty by rank (Full-time only)					
Professor	17	9	10	13	11
Associate	4	4	4	5	7
Assistant	3	3	3	2	0
Instructor	2	2	3	4	4
Total	26	18	20	24	22
Number of Academic Staff by category					
Librarian	1	1	1	PT	PT
Library Technician	1	1	1	1	1
Admissions Counselor	1	1	1	1	1
Disabilities Coordinator	1	1	1	PT	PT
Running Start Coordinator	1	1	1	1	1
Student Assistance Program Counselor	1	0	0	PT	PT
Academic Support Coordinator	1	1	1	1	1
Academic Support Staff	PT	PT	2PT	2PT	2PT
Total Full-Time	7	6	6	4	4
Total Part-Time	1	1	2	5	5

NOTES: Faculty rank from Academic Catalog

* Academic Staff who teach as Adjunct are counted just once on this page, under Academic Staff.

** In "% of courses taught by full-time faculty," only credit-bearing courses were counted (no labs), and when courses were team-taught, if either faculty member was full-time, the course was counted as taught by full-time. Updated 7/27/2018 SW with GT. Last update 8/10/2018 SW

DFF 6.1

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

			4 Years Prior Fall 2014	3 Years Prior Fall 2015	2 Years Prior Fall 2016	1 Year Prior Fall 2017	Current Year Fall 2018
Highest Degree Earned: Doctorate							
Faculty		Professor	1	1	1	2	2
		Adjunct Faculty	9	12	9	9	8
		Total	10	13	10	11	10
Academic Staff			0	0	0	0	0
Highest Degree Earned: Master's Degree, C.A.G.S.							
Faculty		Professor	15	7	9	11	8
		Associate Professor	1	1	1	0	1
		Assistant Professor	1	1	1	1	0
		Adjunct Faculty	47	62	63	62	53
		Total	64	71	74	74	62
Academic Staff	Librarian		1	1	1	1	1
	Admissions Counselor		0	0	1	0	0
	Disabilities Coordinator		1	1	1	1	1
	Student Assistance Program		1	1	1	1	1
	Academic Support Coordinator		1	1	1	1	1
	Total		4	3	5	4	4
Highest Degree Earned: Bachelor's Degree							
Faculty		Professor	0	0	0	0	1
		Associate Professor	1	1	0	1	1
		Adjunct Faculty	24	22	28	24	21
		Total	25	23	28	25	23
Academic Staff	Running Start Coordinator		1	1	1	1	1
	Academic Support Staff		1	1	1	1	1
	Total		2	2	2	2	2
Highest Degree Earned: Associate's Degree							
Faculty		Associate Professor	3	3	3	4	5
		Assistant Professor	2	2	2	1	0
		Instructor				1	1
		Adjunct Faculty	9	8	7	7	5
		Total	14	13	12	13	11
Academic Staff	Library Technician		1	1	1	1	1
	Academic Support Staff		1	1	1	1	1
	Total		2	2	2	2	2
Highest Degree Earned: Professional License/Certification							
Faculty		Instructor	1	2	3	3	3
		Adjunct Faculty	5	5	2	2	3
		Total	6	7	5	5	6

NOTES: Faculty rank from Academic Catalog; Adjunct Faculty are not ranked.

Academic Staff who teach as Adjunct are counted just once in this chart, under "Academic Staff."

Updated 8/13/2018 SW Still missing educational level for new Adjuncts

DFF 6.2

Standard 6: Teaching, Learning, and Scholarship
Academic Year: Fall + Spring (No Summer)
Appointments, Tenure, Departures, Retirements, Teaching Loads

	4 Years Prior 2014/2015		3 Years Prior 2015/2016		2 Years Prior 2016/2017		1 Year Prior 2018/2018		Current Year 2018/2019	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	0	0	0	0	3	0	3	0	2	0
Associate	0	0	0	0	0	0	1	0	0	0
Assistant	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	1	0	0	0
Total	0	0	1	0	3	0	5	0	2	0

Number of Faculty Departing

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	5	0	0	0	0	0	1	0		0
Associate	0	0	0	0	0	0	0	0		0
Assistant	0	0	0	0	0	0	0	0		0
Instructor	0	0	0	0	0	0	0	0		0
Total	5	0	0	0	0	0	1	0	N/A	0

Number of Faculty Retiring

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	3	0	1	0	1	0	3	0		0
Associate	0	0	0	0	0	0	0	0		0
Assistant	0	0	0	0	0	0	0	0		0
Instructor	0	0	0	0	0	0	0	0		0
Total	3	0	1	0	1	0	3	0	N/A	0

Fall + Spring Teaching Load , in credit hours (does not include any summer hours)

		2014/2015		2015/2016		2016/2017		2018/2018		2018/2019	
Professor	Maximum	64.00		58.00		63.00		53.00		N/A	
	Median	32.00		27.00		24.00		19.00		N/A	
Associate	Maximum	25.00		27.00		27.00		28.00		N/A	
	Median	22.00		23.00		22.00		21.00		N/A	
Assistant	Maximum	27.00		35.00		40.00		31.00		N/A	
	Median	22.00		32.00		19.00		22.00		N/A	
Instructor	Maximum	26.00		26.00		32.00		32.00		N/A	
	Median	23.00		22.00		21.00		21.00		N/A	
No rank/Adjunct	Maximum		39.00		28.00		88.00		53.00		N/A
	Median		6.00		6.00		8.00		8.00		N/A

NOTES: Updated 6/19/2018. Updated 7/27/2018 SW with GT. Finalized 8/10/2018 SW

DFF 6.3

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Academic Focus Area, Fall Term)

Number of Full-Time Faculty by Department/Academic Focus Area

Program and Subject Examples	Department Structure effective through Summer 2014	4 Years Prior Fall 2014	Department Structure effective Fall 2015 to Summer 2018	3 Years Prior Fall 2015	2 Years Prior Fall 2016	1 Year Prior Fall 2017	Academic Focus Areas (AFAs) effective Fall 2018	Current Year Fall 2018	GOAL Fall 2019
Automotive, Diesel, CDL	Applied Technology	3	Mobile Technology	3	4	5	Industry & Transportation	5	5
Welding, IMM, Trades Management	Applied Technology	1	STEM	1	1	2	Industry & Transportation	2	3
Environmental Science, IT	Applied Technology	3	STEM	2	1	1	STEM	1	1
Physical Sciences & Math	Liberal Arts	2	STEM	0	0	1	STEM	1	1
Biology, Health Science	Liberal Arts	1	STEM	1	1	1	Health Science & Services	1	1
Nursing	Nursing	5	Nursing	4	6	6	Health Science & Services	6	6
Medical Assistant, Massage	Allied Health	2	Allied Health & Commerce	2	2	2	Health Science & Services	1	2
Accounting, Business	Commerce & Industry	1	Allied Health & Commerce	0	0	0	Business	0	0
Criminal Justice, Human Services	Allied Health	0	Allied Health & Commerce	0	0	0	Education, Social, & Behavioral Science	0	0
Teacher Education, Early Childhood	Education	2	Education/Liberal Arts/Culinary Arts	2	2	2	Education, Social, & Behavioral Science	1	1
Social and Behavioral Sciences	Liberal Arts	1	Education/Liberal Arts/Culinary Arts	0	0	0	Education, Social, & Behavioral Science	0	0
English, Philosophy, History	Liberal Arts	2	Education/Liberal Arts/Culinary Arts	0	0	1	Arts & Humanities	1	2
Culinary, Baking and Pastry Arts	Commerce & Industry	3	Education/Liberal Arts/Culinary Arts	3	3	3	Hospitality & Culinary	3	3
Hospitality	Commerce & Industry	0	Allied Health & Commerce	0	0	0	Hospitality & Culinary	0	0
Total Faculty (full-tine only, no Adjunct)		**26**		**18**	**20**	**24**		**22**	**25**

https://www.wmcc.edu/about-wmcc/news-events/public-comments-welcome-0

NOTES: Adjunct faculty are not included here. In 2015, the five previously existing departments (Allied Health, Commerce & Industry, Education, Liberal Arts, & Nursing) were reorganized into a different set of five departments (Allied Health & Commerce, Education/Liberal Arts/Culinary Arts, Mobile Technology, Nursing, and STEM). In 2018, the departments were reofganized into the seven AFAs. Within each row is the same set of programs; departments are indicated by color coding. Goals added per CL 8/1/2018. Last

DFF 6.4

Standard 6: Teaching, Learning, and Scholarship

(Faculty and Academic Staff Diversity)

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

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal
? **Category of Faculty (e.g., male/female, ethnicity categories)**				
Men	11	0	11	N/A
Women	11	0	11	N/A
Women in STEM	1	0	1	N/A
Women in Industry & Transportation	1	0	1	N/A
White, Hispanic	21	0	21	N/A
White, Non-Hispanic	1	0	1	N/A

Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal
? **Category of Academic Staff (e.g., male/female, ethnicity categories)**				
Men	0	4	4	N/A
Women	4	1	5	N/A
White, Hispanic	0	0	0	N/A
White, Non-Hispanic	4	5	9	N/A

NOTES: Estimated with GT 7/27/2018. Hiring complete and updated 8/10/2018

DFF 6.5

STANDARD SEVEN
INSTITUTIONAL RESOURCES

DESCRIPTION

Human Resources

Within CCSNH and WMCC, employees fall into four categories: Confidential (those exempt from the Collective Bargaining Agreement [CBA] process), F/T faculty, F/T and P/T staff, and adjunct faculty. In fall 2018, WMCC has six confidential employees, twenty-two F/T faculty, twenty-seven F/T staff, thirty-nine P/T staff, and approximately 120 adjunct faculty. Although WMCC's faculty and staff do not represent a wide racial diversity, they do demographically represent the population they serve. Further, WMCC understands diversity broadly, as a function of multiple perspectives, backgrounds, thoughts, and opinions. WMCC also prides itself on having gender diversity, with about half of its faculty being male and the other half being female. Significantly, two faculty members teach in programs traditionally dominated by the opposite gender, as classified by the Carl D. Perkins grant (see also Data First Form 6.5).

Collective Bargaining Agreements (CBAs) and CCSNH HR policies and procedures are available in the HR Office and on the CCSNH website: http://www.ccsnh.edu/about-ccsnh/human-resources. The HR Office adheres to the procedures concerning grievances and complaints with the intent of fair resolution, as outlined in the CBAs. These procedures are confidential and intended to encourage and facilitate a timely and equitable resolution. Grievances filed by non-covered employees are handled via procedures found in the *CCSNH Handbook for Administrative, Managerial, Professional, and Operating Support Staff* (see Data First Forms).

Financial Resources

Under RSA 188-F, the Board of Trustees (BOT) is granted autonomy in "the management and control of all the property and affairs of the Community College system." The BOT is further empowered to set tuition rates and fees across the System. It operates under a clear set of financial policies outlined on the CCSNH website, policies that include budgeting, financial planning, contracts, grants, investments, and audits (see https://www.ccsnh.edu/about-ccsnh/board-and-system-policies). The BOT and System policies set WMCC's financial policies and practices such that WMCC's budgeting practices embody its mission to provide quality, affordable education. These practices also reflect WMCC's implicit commitment to be responsible stewards of public funds and student-generated tuition.

Although the BOT is empowered to seek donations and accept gifts, these do not account for a regular or sizable portion of the College's financial resources. In simple terms, the College dedicates all of its resources, both human and financial, to student success, a commitment directly aligned with the educational objectives of both WMCC's and CCSNH's missions. WMCC refrains from using resources, including those in its operating budget, on anything not related to its mission.

WMCC's annual operating budget ranges between $11m and $12m. Like the other six colleges within CCSNH, WMCC's primary sources of revenue derive from tuition, fees, and appropriations from the state legislature (see Appraisal below for specific percentages). Grants and fundraising make up the rest. The Carl D. Perkins grant, for example, contributes about $90,000 annually. Additionally, WMCC has received the TAACCCT 1 grant worth $1.6 million, the Tillotson Entrepreneurial and Business grant worth $475,000, the Tillotson Early Childhood grant worth $49,000, Work Ready New Hampshire, and some smaller grants. Each of these allows WMCC to develop or enhance academic and job-training programs.

Furthermore, over the past two years (FY17 and FY18), the College received $110, 960 to support the North Country Health Consortium (NCHC), money used to implement the Student Assistance Program Initiative sponsored by the State of New Hampshire Department of Health and Human Services. This initiative addresses the problem of underage drinking and prescription drug misuse by providing alcohol or drug education and individual support services. In 2015, WMCC received $300,000 to partner with UNH-Manchester, money that enables affordable pathways to WMCC students in the Criminal Justice/Homeland Security and IT, allowing them to transfer to bachelor's degree in Homeland Security or Computer Science and Entrepreneurship at UNH-Manchester, all at the same price as WMCC tuition.

WMCC's budget is established according to policies set by the BOT (Policies 400 sections 410 through 420: http://www.ccsnh.edu/sites/default/files/content/documents/ Board%20Policy-%20400-%20Finance-%2005%2005%2017-.pdf). The Chancellor's Office and the BOT Finance Committee provide guidance on projected increases in expenses, such as salaries and benefit costs. Meanwhile, the College's Leadership Team develops revenue projections in consultation with departments, taking into account data such as enrollment history, high school graduation rates, revenue opportunities from Bistro sales, and commissions from vending machines and the College Bookstore (see Budget in the electronic Workroom).

Once a revenue estimate is generated, the College makes expense projections. The Chief Business Affairs Officer (CBAO) first accounts for personnel and benefit costs and then seeks input from Department Chairs on projected expenses (see Workroom Budget documents for budgeting instructions and worksheets sent to Department Chairs). Once all information is gathered, the CBAO combines requests into one budget, which the College's Leadership Team reviews to finalize. This finalized budget is then presented to the BOT Finance Committee, who then sends it to the full BOT. After receiving budget requests from all seven community colleges, the BOT submits a combined System budget to the state, biennially, after receiving input from the Chancellor's Office. Then, on a quarterly basis, the BOT Finance Committee receives and reviews reports on the status of the budgets of the seven community colleges.

To ensure that all seven community colleges comply with established policies, procedures, and operating practices, the Chancellor's Office performs regular internal audits, called "spot checks." As for external financial audits and the A-133 audit, these are arranged annually by a subcommittee of the BOT, with policies in place to ensure that these audits are independent and objective. They are done to determine whether the institution has sufficient financial resources to operate. Included in this annual audit are financial aid policies and procedures. College

administration and the BOT review all findings. For the most recent audits, see
http://www.ccsnh.edu/AuditedFinancialStatements.

While the BOT is authorized to manage all of CCSNH's financial affairs, including financial aid planning and policy development, the colleges' Financial Aid Offices serve as advocates for students and families, securing and maintaining the necessary financial resources for these students to pursue their educational goals. These offices have clear, detailed policies and procedures to help students and prospective students understand the types of financial aid available to them, to help them apply for and accept aid, and, when necessary, to help them navigate the appeal process to retain or regain eligibility. To give some perspective, some 80% of matriculated students at WMCC receive financial aid.

Information, Physical, and Technological Resources

In fall 2017, CCSNH purchased a new LMS, transitioning from Blackboard to Canvas. For face-to-face courses, faculty must meet the College's minimum usage requirements: posting on Canvas the course syllabus, student grades, and instructor information. Many go well beyond. The College employs a F/T Academic Support Specialist who provides Canvas training and support to students, faculty, and staff. The IT Department consists of two F/T employees who support educational and administrative computing needs. Support is provided in the following areas:

- IT Help Desk provides support during business hours for students, faculty, and staff.
- User Support supports the hardware and software computing needs of administrative and academic users.
- Network Support attends to campus-level infrastructure, datacenter operations, and telecommunication services, including phone, internet, and wireless communications.
- Banner Support works with the Banner administrator to provide support for Banner users.

The WMCC Fortier Library is a resource that likewise supports student academic success. It provides access to information for the various curricula at the College. The vast majority of the Fortier Library's holdings are electronic (over 151,000 eBooks and 85,395 eJournals in forty-four subscription databases). The Library's website provides 24/7 access to these resources. It maintains membership in several consortia and library networks, all of which enable the Fortier Library to access material from libraries around the state and throughout North America. (See Data-First Form 7.6 for details.) For every course offered during a given semester, a link to the Fortier Library website is embedded in Canvas.

The library staff include a P/T Director of Library Services, a F/T Library Technician, and a P/T Library Aide (see Standard Six for further discussion). The Director and Library Technician provide face-to-face research support and in-class information literacy instruction for the three campuses. To help the library staff, work-study students operate the Library Services desk for a total of fifty-five hours per week. The Fortier Library provides a variety of spaces for studying and learning, ranging from silent study areas and carrels to group study rooms equipped with whiteboards. In April 2017, the Fortier Library replaced a laser black-and-white printer with a newer model, and one month later it received twenty new computers. All told, the Fortier Library

has the following items for patron use: twenty desktop computers, two laptop computers (for use in the Library), one color printer, two black-and-white printers, a scanner, and a copier.

Another physical space owned by WMCC is Twitchell House, located across the street from the Berlin main campus. Prior to 2014, it housed the President's Office, the Admissions Office, the HR Office, the Community Development Office, and the Grants Office. In 2014, these offices were moved to the main building across the street. In the meantime, Twitchell House was winterized and os now being used for storage. Behind the Twitchell House at 15 Twitchell Lane is WMCC's Child Development Center. The Child Development Center provides care to children ranging in ages from twelve weeks to twelve years. Within the last few years, this property has received a number of life-safety upgrades, including security entry, surveillance cameras, and a burglar alarm system. In 2017, the driveway was resurfaced. Behind the Child Development Center and adjacent to it, the College owns approximately 350 acres of prime forest land. Currently, the College is trying to decide what to do with this valuable financial asset, including the idea of making it into a sustainable logging operation (see Standard One).

In addition to the Berlin main campus are WMCC's two Academic Centers: the Littleton Academic Center and the North Conway Academic Center, both located in the White Mountains. The Littleton Academic Center offers a convenient, functional setting for people seeking post-secondary education in the Littleton area. To accommodate medical programs, the Littleton Academic Center increased its physical space in 2014 by an additional 2,730 square feet. The total square footage of the Littleton Academic Center is now 11,700 square feet. WMCC offers a variety of courses at this location, including General Education courses, Criminal Justice/Homeland Security, Human Services, and Massage Therapy. The new medical wing houses programs Medical Assistant, Licensed Nursing Assistant (non-credit), Medication Nursing Assistant (non-credit), and Patient Care Specialist programs.

The North Conway Academic Center was (re)opened in 2015. Prior to that, WMCC had had an Academic Center in Conway, located at the Technology Village (see Standards Two and Five). It was not a promising venture, experiencing sharp declines in enrollment since its inception. By 2013, being financially unsustainable, it shut down. In 2015, WMCC opened the North Conway Academic Center at 2541 White Mountain Highway. Since its opening, it has been well received by the community, seeing continued growth every year. This location encompasses three-thousand square feet, which includes a science lab. In fall 2018, the College started a Veterinary Assistant Certificate Program at this location, partnering with the Conway Area Humane Society. Like its sister location in Littleton, the North Conway Academic Center will be monitored to determine whether to expand it even more (see Appraisal below).

APPRAISAL

Human Resources

Any appraisal of HR at an academic institution must begin with a look at the institution's faculty and staff. Any appraisal must also take into account that, as resources are stretched, so too is the institution's ability to address areas of concern. Numbers of F/T faculty and staff have fluctuated over the past ten years. In 2008, WMCC witnessed a spike in student enrollment, presumably the

result of the recession. That year, the College had thirty-two F/T faculty and twenty-seven F/T staff. By 2014, when enrollment numbers had dropped, the College employed twenty-six F/T faculty and thirty-seven F/T staff. Unable to meet enrollment projections and facing a number of unanticipated costs, WMCC eliminated or reduced to P/T status over a dozen faculty and staff positions. The responsibilities and duties of those who left were distributed to those who remained. As noted at the start of this section, WMCC anticipates having forty-nine F/T employees in fall 2018: twenty-two F/T faculty and twenty-seven F/T staff.

The challenge of having fewer employees has been magnified by new-initiative fatigue. Specifically, the College has been involved in a number of System-wide initiatives, including the implementation of the Enhanced Credit Transfer Initiative, System Banner Revitalization, Canvas, EAB Navigate, NOABO/Veera Bridge, EMSI Alumni Insight, and Career Coach. CCSNH's partnership with Complete College America (CCA) entails institutionalizing Fifteen to Finish, Guided Pathways to Success (GPS), Co-Requisite Remediation, Program Mapping, and other CCA initiatives. When other System-wide commitments and day-to-day responsibilities are considered, it becomes clear that faculty and staff have plenty to do. The challenge for WMCC is right sizing and filling critical roles. Since 2008, enrollment patterns have been out of sync with faculty and staff numbers. To be sure, the College has been gaining ground by hiring two new F/T faculty members to fill Chair positions in separate Academic Focus Areas (AFAs): one in fall 2017 and another in fall 2018. Even so, to be fiscally responsible, the College must take a strategic, conservative approach to hiring, filling empty positions as need dictates and as the budget allows.

Without a doubt, employees at WMCC experience benefits that come with working at an institution of higher education, benefits that attract and retain qualified faculty and staff. Compensation levels are also important. In 2013, compensation levels for senior administrators were raised to attract and retain a strong administrative core, at both the College and System levels. Later, F/T faculty, negotiating for the 2017-2019 CBA, saw a 3% raise for fiscal year 2018 (FY18) and 4% for FY19. At the same time, the base salaries for staff rose $.75 per hour for FY18 and increased 3% for FY19. As for adjunct faculty, the AY 2017-2018 P/T CBA included a 3% increase for spring 2017, a 2% increase for fall 2017, a 2% increase for spring 2018, and a 3% increase for fall 2018. WMCC has a strong, passionate, resilient core of faculty and staff who embrace the College's mission and values and who commit themselves to student success. The fact that the College, and the System as a whole, incentivizes employees with renegotiated compensation packages speaks volumes and demonstrates, despite its challenges, WMCC is on the right path to recovery and stability.

Furthermore, WMCC has recently provided support for academic advising by increasing the number of P/T Program Coordinators (see Standards Four and Six). This additional support is well intentioned, created so that students are more apt to meet with advisors and consequently make better course selections. Indeed, unwise course selections affect not only the student but also academic support services and Financial Aid. Because the hiring of these Program Coordinators is recent, it is difficult to say whether their addition has made a significant difference. WMCC also began partnering with Dartmouth College on a research project that has placed a full-time advisor at WMCC. This "College Access Navigator" travels to the Berlin, Littleton, and North Conway locations. Clearly, WMCC is not standing idle. It understands that

productive returns take initial investments, and currently, it is investing in the right priorities. F/T faculty and staff have responded in kind, meeting each challenge head on, maintaining institutional services, and providing quality instruction.

Financial Resources

As the Chancellor noted in August 2013, WMCC's limited revenue streams make "for a difficult operating environment," one that has forced the institution to be highly strategic in its spending. Optimistically, WMCC's financial challenges have resulted in what the Chancellor refers to as "a stronger and more resilient institution" (see http://www.ccsnh.edu/sites/default/files/content/documents/CCSNHhistory.pdf). Though true philosophically, such a statement underscores the challenge in trying to grow and provide adequate services. As WMCC grapples with the twin challenges of limited state funding and a decline in credits sold, it looks for ways to use resources to their fullest extent in order to continue to support its mission.

The biennial state budget process and WMCC's reliance on enrollment-driven revenue require purposeful, well-informed planning and judicious spending. Throughout the fiscal year, the College's Leadership Team tracks the College's general budget and financial condition, making adjustments as needed to maintain the institution's financial health. To cover non-recurring emergencies, the College maintains a reserve fund, currently estimated at $1.5 million. When the previous President came into office as interim President in summer 2014, his first order of business was to attend to pressing financial matters. One of his first acts was to use over $500,000 of this reserve fund to cover operating losses for the year. During the next few years, he rebuilt it to its current estimate. The College continues to face hard choices when it comes to financing expenditures, leveraging limited resources to maximum capacity. Because 73% of the budget supports salaries and benefits (expenses that have little room for adjustment), the College must make cost-saving adjustments from other areas of the operating funds.

Though WMCC depends on state funding and student tuition as its main sources of revenue (79% combined), its strong relationships with community partners and private funding sources help it maintain quality academic programs through various grants and donations. Recently, the Diesel Heavy Equipment Program received equipment and tool donations from Caterpillar and Milton-Cat, while the Advanced Welding Technology Program received equipment and metal supplies from Chapman Industrial. As long as the value of these gifts is greater than any attendant cost, state law authorizes the BOT to accept them. If the value exceeds $50,000, the Chancellor must approve the gift. There is also support for student scholarships, such as those offered by Caterpillar and Milton-Cat for the Diesel Heavy Equipment Program, as well as those derived from the College's Annual Grand Auto Show and the College's recent Fiftieth Anniversary (a fundraiser held in October 2016 for both scholarships and presidential initiatives). To ensure compliance with individual scholarship guidelines, the Scholarship Committee awards scholarship monies, while WMCC works with the CCSNH Foundation to ensure timely processing.

Undoubtedly, WMCC's finances remain tight. Its two primary sources of funding—state funding and tuition—are difficult to predict. Fortunately, the College has strong support in the state legislature, which highly endorses CCSNH's mission. On the other hand, given New

Hampshire's longstanding resistance to new forms of taxation, the College can expect no significant increase from this source. Likewise, the College's reliance on tuition leaves no room for complacency. Indeed, the College must take an honest look at the demographics of its student population. The current economy, being relatively strong, makes it difficult for working students to hold F/T student status. As a result, revenue from tuition suffers even when student headcount is maintained. If current trends persist, WMCC will need to appeal to, actively recruit, and attract a broader student body demographic, for all data suggest enrollment numbers and credits sold will decline if the College relies on the demographics of its current student body. The College's biennial budget compounds the difficulty: such long-range forecasting hinders WMCC's ability to finance unexpected costs or make quick adjustments. Furthermore, given the attention that soaring student debt rates have received, WMCC must tread carefully when considering tuition hikes.

In fact, tuition at the seven community colleges within CCSNH has been either frozen or reduced for four of the last nine years (see Standard Five for further details). In 2014, the BOT agreed to lower tuition to $200 per credit in exchange for a compensatory appropriation from the state. Unfortunately, the timing of this reduction coincided with the beginning of an enrollment decline, one that had an immediate negative impact on WMCC's financial status. During FY18, the BOT submitted a budget proposal allowing for a slight increase in tuition to $210 per credit. Given the recent nature of this increase, however, its impact remains uncertain. The College stands to gain some momentum if it could decrease its dependence on enrollment and place greater emphasis on fundraising and grant seeking. For this reason, the College has recently created (and filled) a new Coordinator of Workforce Development and Community Education position with the focus of diversifying revenue streams.

Until WMCC's financial outlook improves, the College will continue to take a conservative approach, carefully analyzing the long-range repercussions of any major expenditure. As noted, this conservative approach has left a number of faculty and staff positions either unfilled or reduced to P/T status; additionally, it has caused the deferral of both large and small projects, including the replacement of outmoded rooftop air-conditioning units and the maintenance of equipment (now performed twice a year instead of quarterly). The College recognizes that this conservative approach has negative consequences but also realizes that it must place a higher priority on financial solvency.

The College is fortunate to have well-qualified personnel managing finances. The CBAO works collaboratively with Department Chairs to develop their budgets. The purchase of consumables has become more efficient. Originally, purchases were paper and labor intensive involving in-house requisitions followed by the issuing of checks. Now the system involves a purchasing card (P-card) that pays and tracks purchases electronically. Department Chairs can log onto Citizen Bank's CenterSuite's website anytime to check balances and expenditures. To ensure the integrity of each purchase, no one person initiates, approves, records, and reconciles transactions. Internal controls, available through Banner Finance, provide access only to those who possess appropriate authority: for example, the Bursar and Financial Aid Director have different permissions. The College's integrity in managing its finances is borne out by external audits. Further, the budget process as a whole has become more transparent. Once the operating budget is determined, it is shared during All College Meetings at the beginning of fall and spring

semesters. At College Conversations, held once monthly during the academic year, the President or CBAO provides updates. To ensure accuracy and oversight, the College's Leadership Team reviews the budget weekly. The department budget reports are then automatically emailed monthly or weekly by Banner to the Department Chairs and Program Coordinators.

As described in Standards Three and Nine, the State of New Hampshire LBA audit was done to obtain insight into how this state-funded entity (CCSNH) is operating, utilizing resources, and fulfilling its mission. Published in August 2017, the Performance Audit Report (in the electronic Workroom under Standard Three) identified several areas of concern involving internal business processes. In response, CCSNH immediately began implementing changes, part of its ongoing work to complete the transition away from being a department of the State of New Hampshire to a body politic and corporate of the state, per RSA 188-F. More work is needed, however, to address other concerns raised by the LBA audit, including more comprehensive policies.

Information, Physical, and Technological Resources

Although WMCC has deferred some discretionary projects, it continues to improve the functionality of its physical spaces, prioritizing critical maintenance, function, and safety. In 2010, the College replaced windows in the north wing of the main building (installed for energy efficiency) to address problems with leakage and insulation. In 2014, it renovated the Automotive Technology and Advanced Welding Technology spaces and upgraded some equipment for the Diesel Heavy Equipment Technology Program. More recent upgrades include the installation of security cameras inside and outside the College, installation of two emergency phone towers in the parking lot, and replacement of existing door locks with keycards or new, high-security cylinder locks.

The College plans to continue to renovate and repurpose spaces in response to changing needs. Faculty are gaining a stronger voice in redesigning and arranging these new and renovated spaces. For some faculty members, placing classroom desks into separate groups instead of rows facilitates student learning and communication, allowing for a more collaborative, decentralized classroom. Another area that has created a better student learning environment is the improved technical infrastructure: WMCC has increased bandwidth, added new software, replaced equipment, and provided additional access for student support and computer resources.

Despite these improvement, many of the College's physical spaces still require critical maintenance, regular upkeep, additional replacements, and upgrades. The Twitchell House is a case in point. A number of discussions have recently taken place about what to do with this property. The State Fire Marshall inspected the property and determined that significant life-safety issues have to be addressed before the house can be reoccupied. To address these issues and remodel the house, WMCC has requested funding through the State of New Hampshire Capitol Projects process, but these requests have been denied. Critical maintenance, replacements, and upgrades are likewise needed in the main building in Berlin. Some of the mechanical systems are obsolete. Rooftop air-conditioning units must be replaced. To finance this project, the College plans to balance out the initial outlay of money by lowering operating costs, making the project a smart, long-term investment.

Similarly, the future of the Child Development Center remains uncertain (see Standards One and Five). A great space for children and an asset to the College's Early Childhood Education Program and to the student body in general, the College has remained committed to it, reviewing and updating the space as the budget allows. On the other hand, because of its small size and licensing requirements, the College is unable to increase the number of children it accepts to offset the deficit the Child Development Center carries every year. On a positive note, the College has recently received a grant that will enable it to gather information on how best to address the Center's needs and how to develop a sustainable business model that will allow the Center to prosper.

Regarding the Littleton Academic Center, this continues to be an asset, Littleton being a place of convergence for many people seeking post-secondary education. To ensure that WMCC sustains a robust presence in the area, the College pays close attention to educational trends, programming needs, industry shortages, and anything else that holds promise for the future of the Littleton Academic Center. In fact, The Littleton Academic Center is in the midst of a possible expansion with the formation of a public/private partnership with a local investor. At this stage, the College is evaluating the feasibility of growth at a larger site. The private investor has purchased a large piece of property with an existing structure that he plans to develop into a mixed-use building complex. This investor's current plan is to reserve space in the complex for an Academic Center, a plan that hinges on financial support from the State of New Hampshire.

Likewise an asset, the North Conway Academic Center continues to see growth since its opening in 2015. With the new Veterinary Assistant Certificate Program beginning in fall 2018, the President has arranged to expand the North Conway Academic Center by leasing the building across the parking lot, a building owned by the same individual who leases the current Academic Center to the College. This expansion provides valuable lab space not only for WMCC's promising new Veterinary Assistant Certificate Program but for other lab sciences, as well.

Another improvement in which WMCC has recently invested (along with the other community colleges in the System) is Canvas, the College's new LMS. Fully operational in summer 2018, this new system with enhanced performance features replaces Blackboard, a high-cost system that the College and CCSNH had used for years. With Blackboard, the College had numerous challenges, including an inability to maintain connectivity, and students and faculty regularly expressed dissatisfaction. That said, IT security protocols continues to function well, ensuring safe computing practices in any number of ways, such as requiring passwords, restricting computer access to IT staff, and conducting campus-wide education efforts on security threats. IT further ensures security by maintaining two separate networks, one for employees and one for students. Despite one damaging spam attack that brought down the College email system, the College's network is generally reliable, uptime consistently over 99%. One concern is that the technology disaster recovery plan (created by the CCSNH) has not recently been updated.

As for the Fortier Library, this resource offers abundant services to students and faculty alike. It circulates library materials, reserves academic materials, prints and copies documents, and facilitates Interlibrary loan (ILL). Library staff assist students with research and information literacy (one of WMCC's core competencies), holding information literacy sessions upon faculty request, conducting reference interviews with students (which occur face-to-face, by email, or

over the phone), circulating online research guides, and providing video tutorials. The number of information literacy sessions has, in fact, increased 37% from fall 2016 to fall 2017, with more growth anticipated for fall 2018. The librarian also collaborates with faculty to create and maintain more than forty online, subject-specific research guides for student use. To help facilitate the retrieval and use of scholarly sources in student research, the librarian is embedded in several online College Composition classes. (See Data-First Form 4.5.)

Given its many services and its importance to the community, the Fortier Library could use additional staffing and funding. With only one P/T Director (as of AY 2018-2019), one F/T Library Technician, one P/T staff member, and a handful of work-study students, the Fortier Library is short staffed. Granted, the number of in-person library visitors has seen a decline (an exact count is elusive because of a mechanical failure with the patron counter in AY 2016-2017), but ILL requests increased by 28% from AY 2015-2016 to AY 2016-2017. In short, the library staff must work hard to maintain basic services. Because the Library Director position went from F/T to P/T in 2017, this person has less time to perform all the duties associated with the job, including planning, developing, and assessing information-literacy programming, while at the same time developing the collection and maintaining an online library presence, all of which have a direct impact on student learning.

PROJECTIONS

To ensure WMCC has adequate institutional resources for efficient, sustainable operations as an institution of higher education serving the needs of rural New Hampshire, western Maine, and the Northeast Kingdom of Vermont, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will conduct an annual personnel evaluation aimed to ensure that employee needs are met and that employee workload is distributed in such a way as to be manageable, practicable, and achievable.	WMCC managers	Annually
WMCC will build a five-year projected budget, instead of an annual budget, taking into account department needs, including rotation of equipment, maintenance, capital expenditures, and faculty positions.	WMCC's CBAO in conjunction with department managers	To be completed FY 19. Drafting began FY 18 and is ongoing

WMCC will carry out critical maintenance to its property and equipment, particularly for the main building by replacing outdated equipment.	CCSNH Capital Projects Director, CBAO, and Plant Maintenance Engineer	Funding for new assessment has been requested. If approved, critical maintenance to be completed in FY 21
WMCC will actively seek grant opportunities that align with the needs and mission of the College.	Coordinator of Workforce Development and Community Education	To be ongoing. Coordinator position filled in FY 19
WMCC will work towards acquiring funding for equipment, capital, and critical needs, as well as increase its reserve fund to 15% of the operating budget.	The College's Leadership Team	Requests for grants and requests to State of New Hampshire remain ongoing. Increase in reserve fund to meet 15% to be accomplished by FY 19
WMCC will provide additional advising resources to all advisors: i.e. new software tools such as Canvas and EAB Navigate.	VPSA and IT staff	AY 2018-2019

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

Data as reported on the IPEDS Human Resources Survey (Parts B and D1)

	3 Years Prior 2014-15			2 Years Prior 2015-16			1 Year Prior 2016-17			Current Year 2017-18		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	26	131	157	18	159	177	19	121	140	24	129	153
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	1	0	1	1	0	1	1	0	1	0	1	1
Library Technicians	1	0	1	1	0	1	1	1	2	1	1	2
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	11	17	28	15	17	32	15	20	35	15	23	38
Management Occupations	4	0	4	3	0	3	3	0	3	4	0	4
Business and Financial Operations	4	0	4	4	0	4	4	0	4	4	0	4
Computer, Engineering and Science	1	0	1	1	1	2	1	1	2	1	2	3
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	0	0	0	0	0	0	0	0	0	0	0	0
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	5	5	10	3	8	11	3	9	12	2	10	12
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	10	4	14	5	3	8	4	3	7	2	3	5
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Totals	63	157	220	51	188	239	51	155	206	53	169	222

NOTES: Data come from the IPEDS Human Resources Survey, which is filed in the spring. 2014-15 and 2015-16 were entered by BB. SW added 2016-17 and 2017-18 as they became available. Last updated 8/14/2018

DFF 7.1

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - June 30	2 Years Prior (FY 16)	1 Year Prior (FY 17)	Most Recent Year (FY18)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS			.		
Cash and Short Term Investments	$993,347	$1,392,403	$2,123,593	40.2%	52.5%
Cash held by State Treasurer	$0	$0		-	-
Deposits held by State Treasurer	$0	$0		-	-
Accounts Receivable, Net	$221,642	$327,519	$352,519	47.8%	7.6%
Contributions Receivable, Net	$0	$0		-	-
Inventory and Prepaid Expenses				-	-
Long-Term Investments		$1,132,756	$1,132,756	-	0.0%
Loans to Students	$52,773	$37,128	$35,000	-29.6%	-5.7%
Funds held under bond agreement	$5,797	$0		-100.0%	-
Property, plants, and equipment, net	$5,202,366	$4,795,126	$4,600,000	-7.8%	-4.1%
Other Assets	$566,401	$115,269	$125,000	-79.6%	8.4%
Total Assets	**$7,042,326**	**$7,800,201**	**$8,368,868**	10.8%	7.3%
LIABILITIES					
Accounts payable and accrued liabilities	$586,484	$650,825	$633,000	11.0%	-2.7%
Deferred revenue & refundable advances	$189,669	$190,002	$100,000	0.2%	-47.4%
Due to state	$8,118	$0	$0	-100.0%	-
Due to affiliates				-	-
Annuity and life income obligations				-	-
Amounts held on behalf of others				-	-
Long-term investments				-	-
Refundable government advances	$51,077	$18,385	$18,477	-64.0%	0.5%
Other long-term liabilities	$4,780,876	$5,976,699	$5,871,911	25.0%	-1.8%
Total Liabilities	**$5,616,224**	**$6,835,911**	**$6,623,388**	21.7%	-3.1%
NET ASSETS: Information not yet available as of date of submission (8/16/2018).					
Unrestricted net assets					
Institutional					
Foundation					
Total					
Temporarily restricted net assets					
Institutional					
Foundation					
Total					
Permanently restricted net assets					
Institutional					
Foundation					
Total					
Total Net Assets					
ASSETS					

NOTES: FY17 was the first year that CCSNH reported the breakdown of net assets for the 7 community colleges in the MD&A of the annual financial statements. Starting in FY17 audited financial statements , CCSNH took over management of State of NH Unique Endowed Funds. Investment income includes WMCC's share of Unique Endowed funds. Last updated LM with SF 8/13/2018. Information on Net Assets not yet available as of 8/16/2018.

DFF 7.2

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends June 30	3 Years Prior (FY 16)	2 Years Prior (FY 17)	Most Recently Completed Year (FY 18)	Current Year (FY 19)	Next Year Forward (FY 20)
OPERATING REVENUES					
Tuition and fees	$4,224,699	$4,583,285	$4,566,287	$4,444,284	$4,488,727
Room and board	$0				
Less: Financial aid	-$212,789	-$215,952	-$146,846	-$184,154	-$185,996
Net student fees	$4,011,910	$4,367,333	$4,419,440	$4,260,130	$4,302,731
Government grants and contracts	$521,108	$241,305	$224,414	$200,000	$200,000
Private gifts, grants and contracts	$7,319	$26,026	$24,204	$20,000	$20,000
Other auxiliary enterprises	$420,593	$562,861	$523,461	$497,288	$497,288
Endowment income used in operations	$0				
Other revenue (specify):	$174,492	$213,807	$198,841	$170,000	$210,000
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$5,135,422**	**$5,411,332**	**$5,390,359**	**$5,147,418**	**$5,230,019**
OPERATING EXPENSES					
Instruction	$2,928,853	$3,922,938	$3,844,479	$3,998,258	$3,968,206
Research	$58,449	$109,822	$107,626	$111,931	$115,288
Public Service	$78,289	$394	$386	$402	$414
Academic Support	$657,374	$782,634	$766,981	$797,661	$821,590
Student Services	$542,757	$636,656	$623,923	$655,119	$674,773
Institutional Support	$2,696,671	$3,882,154	$3,804,511	$4,211,018	$4,215,102
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)					
Scholarships and fellowships (cash refunded by public institution)	$1,645,401	$1,243,509	$1,206,204	$1,254,452	$1,266,996
Auxiliary enterprises	$450,225	$183,281	$177,783	$184,894	$190,441
Depreciation (if not allocated)					
Other expenses (specify):	$2,267,833	$620,827	$608,410	$644,915	$664,263
Other expenses (specify):					
Total operating expenditures	**$11,325,852**	**$11,382,215**	**$11,140,303**	**$11,858,649**	**$11,917,073**
Change in net assets from operations	**-$6,190,430**	**-$5,970,883**	**-$5,749,943**	**-$6,711,231**	**-$6,687,054**

NON OPERATING REVENUES					
State appropriations (net)	**$4,579,061**	**$4,771,914**	**$5,174,670**	**$5,213,455**	**$5,317,724**
Investment return	**$0**	**$142,047**	**$150,000**	**$155,000**	**$158,100**
Interest expense (public institutions)	**$0**				
Gifts, bequests and contributions not used in operations	**$0**				
Other (specify): Federal nonoperating grants	**$1,918,580**	**$1,089,227**	**$1,012,981**	**$962,332**	**$971,955**
Other (specify): State nonoperating grants		**$151,772**	**$141,148**	**$134,091**	**$135,431**
Other (specify): other nonoperating revenues		**$2,510**	**$2,334**	**$52,275**	**$2,262**
Net non-operating revenues	**$6,497,641**	**$6,157,470**	**$6,481,133**	**$6,517,152**	**$6,585,473**
Income before other revenues, expenses, gains, or losses	**$307,211**	**$186,587**	**$731,190**	**-$194,079**	**-$101,581**
Capital appropriations (public institutions)	**$169,293**	**$116,395**	**$50,000**	**$290,000**	**$1,250,000**
Other (specify):		**$98,348**			
NET ASSETS	**$476,504**	**$401,330**	**$781,190**	**$95,921**	**$1,148,419**

NOTES: Last pdated LM with SF 8/13/2018.

DFF 7.3

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS June 30	3 Years Prior (FY 16)	2 Years Prior (FY 17)	Most Recently Completed Year (FY 18)	Current Year (FY 19)	Next Year Forward (FY 20)
Debt					
Beginning balance	$416,540	$376,560	$630,423	$490,642	$443,423
Additions	$0	$319,254			
Reductions	($39,951)	($65,391)	($139,781)	($47,219)	($52,766)
Ending balance	**$376,589**	**$630,423**	**$490,642**	**$443,423**	**$390,657**
Interest paid during fiscal year	$20,299	$27,298	$24,867	$18,801	$19,918
Current Portion	$40,088	$72,128	$47,219	$52,766	$71,301
Bond Rating					

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

Bonds issued through the State of NH, not directly to WMCC (CCSNH). College is provided with schedules for repayment to the State. The State can refinance at any time.

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

WMCC does not have any lines of credit. CCSNH as a whole has a line of credit with Citizens Bank. CCSNH has never had to access this line of credit.

Future borrowing plans (please describe)

No future borrowing plans.

NOTES: Updated LM with SF 08/13/2018

DFF 7.4

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS June 30	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
NET ASSETS					
Net assets beginning of year	$3,089,953	$1,426,191	$1,864,247	$2,645,437	$2,741,358
Total increase/decrease in net assets	($1,663,762)	$438,056	$781,190	$95,921	$1,148,418
Net assets end of year	**$1,426,191**	**$1,864,247**	**$2,645,437**	**$2,741,358**	**$3,889,776**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$212,789	$215,952	$146,846	$184,154	$184,154
Federal, state and private grants	**$1,843,440**	**$1,240,999**	**$1,154,129**	$1,096,423	$1,074,494
Restricted funds	**$14,750**	**$2,509**	**$2,333**	$2,217	$2,172
Total	**$2,070,979**	**$1,459,460**	**$1,303,309**	**$1,282,793**	**$1,260,821**
% Discount of tuition and fees	5.3%	4.9%	3.2%	4.1%	4.1%
% Unrestricted discount	5.3%	4.9%	3.2%	4.1%	4.1%
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					

Please indicate your institution's endowment spending policy:

With the exception of the State of NH Unique Endowed Funds (policy determined by the State of NH), WMCC doesn't maintain any endowed funds.

NOTES: FY17 is the first year that CCSNH reported the breakdown of net assets for the 7 community colleges in the MD&A of the annual financial statements. FY16 financial statements were re-stated for CCSNH primarily due to the transition of State of NH Unique Scholarship funds from the CCSNH Foundation to CCSNH. Please see CCSNH FY17 Financial Statements: http://www.ccsnh.edu/AuditedFinancialStatements. Last updated 8/13/2018 LM with SF.

DFF 7.5

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2016)	**(FY 2017)**	**(FY 2018)**	**(FY 2019)**	**(FY 2020)**
Total Expenditures				Projected	Projected
Materials	$26,136	$35,825	$32,160	$32,804	$33,460
Salaries & wages (permanent staff)	$165,471	$133,217	$129,456	$135,929	$142,725
Salaries & wages (student employees)	$5,002	$5,684	$5,700	$5,814	$6,105
Other operating expenses	$4,460	$5,109	$4,450	$4,539	$4,630
Expenditures/FTE student					
Materials	$40	$51	$50	$54	$58
Salaries & wages (permanent staff)	$253	$191	$202	$223	$247
Salaries & wages (student employees)	$8	$8	$9	$10	$11
Other operating expenses	$7	$7	$7	$7	$8
Collections					
Percent available physically	92%	92%	92%	92%	92%
Percent available electronically	8%	8%	8%	8%	8%
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	1	1	0.66	0.66	0.66
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	1	1	1.43	1.43	1.43
Other library personnel - branch/other locations	0	0	0	0	0
Availability/attendance					
Hours of operation/week main campus	55	55	54	54	54
Hours of operation/week branch/other locations	0	0	0	0	0

Consortia/Partnerships

Member of the North Country Consortium (Health Science Libraries), NHCUC Libraries, OCLC member, Docline member
Partner with Berlin Public and Gorham Public libraries for programming and events.

URL of most recent library annual report: http://www.wmcc.edu/sites/default/files/content/researchguides/FY%202016%20Library%20Annual%20Report.pdf

NOTES: Collection percentages are based on titles available-- electronic and print-- which includes titles of journals, and titles of physical items, ebooks, etc. Updated LM with SF 8/13/2018

DFF 7.6

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
Course management system	Blackboard through FY2018			transition to Canvas Version: 2018-08-04.21 began FY2019	
Number of classes using the system	60	59	147	180	240
Bandwidth					
On-campus network	250Mbps	250Mbps	500Mbps	500Mbps	500Mbpx
Off-campus access					
commodity internet (Mbps)	100Mbps	250Mbps	250Mbps	250Mbps	250Mbps
high-performance networks (Mbps)	100Mbps	250Mbps	250Mbps	250Mbps	250Mbps
Wireless protocol(s)	abgn	agbnac	abgnac	abgnac	abgnac

Typical classroom technology

Main campus	Desktops/Monitor/Smartboard or Smart tv/Laptop - Windows 10 Office 2016
Branch/other locations	Desktops/Monitor/Smartboard or Smart tv/Laptop - Windows 10 Office 2016

Software systems and versions

Students	Student Informaton System (SIS), Canvas- LMS, Navigate-Guided Pathway tool, Office 365 - 2016, Rave - Emergency Notification, Degreeworks - progress tracker
Finances	Banner Finance, Nelnet, Cake
Human Resources	ADP, Enterprise, Canvas
Advancement	
Library	The Library Corps, Libarary Solutions LS2 web-based
Website Management	EVR, Drupal
Portfolio Management	
Interactive Video Conferencing	Cisco, Tandberg C20, Zoom web-based conferecing
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	https://www.ccsnh.edu/about-ccsnh/information-technology
Privacy of individuals	College Catalog, p. 29
Appropriate use	Student Handbook, p. 13
Disaster and recovery plan	
Technology replacement	

NOTES: Updated SW 1/11/2017, LM 12/14/2017, format updated 7/24/2018, Updated TJV 8/7/2018

DFF 7.7

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	4	109,943
Other U.S. locations	3	22,635
International locations	0	0

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 16)	(FY 17)	(FY 18)	(FY 19)	(FY 20)
Revenue ($000)				Budgeted	
Capital appropriations (public institutions)	$410,000	$0	$50,000	$290,000	$1,250,000
Operating budget	$0	$35,192	$67,395	$69,295	$71,374
Gifts and grants	$0	$0	$0	$0	$0
Debt	$0	$0	$0	$0	$0
Total	$410,000	$35,192	$117,395	$359,295	$1,321,374
Expenditures ($000)					
New Construction	$0	$0	$0	$0	$0
Renovations, maintenance and equipment	$28,183	$35,192	$407,395	$319,295	$1,321,374
Technology	$0	$0	$0	$0	$0
Total	$28,183	$35,192	$407,395	$319,295	$1,321,374

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	19,710	9,821	29,531
Laboratory	34,800	9,896	44,696
Office	9,500	1,328	10,828
Study	6,400	0	6,400
Special	1,850	0	1,850
General	9,375	0	9,375
Support	2,525	0	2,525
Residential	0	0	0
Other	25,783	1,590	27,373

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

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

New buildings, planned for next 5 years (add rows as needed)

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

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

The list below includes renovations costing 4,360,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Main Campus	Bake Shop Addition	1,500	$1,000,000	2008
Main Campus	Student Wellness Center	2,200	$1,160,000	2008
Main Campus	Energy Efficiency	96,683	$1,000,000	2010
Main Campus	Auto/Mobile/Welding upgrades	15,812	$1,200,000	2013

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

The list below includes renovations costing 3,040,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Main Campus	Culinary/Bistro Upgrades	1,500	$250,000	2018-2019
Main Campus	Fire Safty/Sprinkler Upgrades	96,683	$50,000	2018
Main Campus			$40,000	2019
Main Campus	IT Program Upgrades		$100,000	2020-2021
Littleton	CDL Program Upgrades		$300,000	2020-2021
Littleton			$2,000,000	2020-2021
Mobile Lab	Mobile Upgrades		$300,000	2020-2021

NOTES: Updated 8/13/2018 LM with SF. Items listed in 2020-2021 have been requested as part of the CCSNH Capital Projects request to the State of NH. Items for 2019 have been requested from System Office.

DFF 7.8

STANDARD EIGHT
EDUCATIONAL EFFECTIVENESS

DESCRIPTION

WMCC is dedicated to safeguarding the effectiveness of its educational programming. It publishes clear admission requirements in print and online. Before students enroll in a program, the College makes efforts to communicate the physical and/or emotional requirements, the technical and/or character requirements, and any legal or ethical implications related therein. Because much of these data are program specific, each program identifies these criteria on the College website and in the *College Catalog* website (see, for example, http://www.wmcc.edu/academics/degree-programs/teacher-education-degree).

Program-specific criteria relate to the overarching goals of the College as defined by its Educated Person Statement: specifically, as defined by the eight core competencies that all graduates acquire through their education at WMCC:

1. Human Relationships
2. Communication Skills
3. Critical Thinking
4. Global Perspective
5. Mathematical Processes
6. Scientific Processes
7. Technical Skills
8. Study Skills

The complete WMCC Educated Person Statement is available in the electronic Workroom. These core competencies, combined with program and course learning outcomes, provide a blueprint for what the College teaches its students and how the College assesses student learning. Program outcomes (published on each program's website) are one step below the core competencies and have a direct correspondence to them. Likewise, course learning outcomes (listed in every syllabus) are one step below program outcomes and have a direct correspondence to them. In short, the core competencies in the Educated Person Statement inform program outcomes, which in turn inform course learning outcomes.

One area related to educational effectiveness concerns WMCC's efforts to place first-year students in core math and English courses. Prior to 2016, students entering WMCC took Accuplacer, an online placement test that has an English component (focusing on reading comprehension, sentence structure, and essay construction) and a math component (focusing on math skills up to Algebra). Since 2016, as a result of research, as well as WMCC's own experience with Accuplacer—its student placement did not improve student success rates, student retention rates, or student completion rates (see the Predictive Utility of Accuplacer Math document)—the College, as part of CCSNH's partnership with Complete College America (CCA) has adopted co-requisite models for math (MATH 120: Quantitative Reasoning) and English (ENGL 120: College Composition), both generally taken during a student's first year at WMCC (see Standard Four for more on these co-requisite models).

Along with addressing students' remediation needs, WMCC helps students in transition through funding from the Carl D. Perkins grant. This Assisting People in Transition Program provides financial assistance (as well as other counseling and educational program services) to students who are single parents, single pregnant women, and displaced homemakers. Such financial assistance acts as a supplemental resource to other awards and forms of financial aid (for tuition, travel reimbursements, childcare reimbursements, textbooks, and other educational supplies). Similarly, the Carl D. Perkins grant assists non-traditional students in Career and Technical Education (CTE) programs with the same type of reimbursements for travel, textbooks, and childcare. In addition, this Perkins grant funds an Academic Success Coach who supports students majoring in CTE and thereby helps retention.

To obtain additional feedback related to educational effectiveness, WMCC sends out Alumni Surveys (see Workroom) to all graduates to see how well the College has served them. These surveys are issued at the time of graduation and then again at six and eighteen months after graduation. Examples of questions on the alumni survey include the following:

- Has the graduate taken a certification, credentialing, or licensing exam, and if so, did he or she pass?
- Has the graduate pursued further education once leaving WMCC?
- Has the graduate found employment, and if so, how soon after graduation?
- What is the graduate's current employment status?

Over the last few years, WMCC has improved its data collection and usage. In addition to taking part in CCA, which has significant data-collection capacity, the College has employed the services of an Institutional Researcher whose responsibilities include providing information on enrollment patterns, retention, graduation rates, IPEDS reports, and strategic planning. WMCC uses these data to evaluate its current academic programs and to assess whether ineffective or outdated programs or modalities should be changed or eliminated.

APPRAISAL

WMCC has a number of measures in place to assess its educational effectiveness. Some highlights include the following:

IPEDS "Outcomes Measures" Graduation Rates reported AY 2017-2018 (Data First Form 8.1.)
- First-time, F/T students:
  - 48% were awarded a degree or certificate within six years
  - 15% were subsequently enrolled elsewhere
- Non-first-time, F/T students:
  - 55% were awarded a degree or certificate within six years
  - 21% were subsequently enrolled elsewhere
- P/T students:
  - 18% of first-time students were awarded a degree or certificate within six years
  - 30% of non-first-time students were awarded a degree or certificate within six years
  - 24% of first-time students were subsequently enrolled elsewhere
  - 32% of non-first-time students were subsequently enrolled elsewhere

For good comparative data regarding these values, *The Chronicle of Higher Education* has a website called *College Completion* (www.collegecompletion.chronicle.com). The most recent data from 2013 show the average three-year completion rate for community colleges in New Hampshire is 21%. WMCC has by far the highest completion rate among community colleges in the state at 48.8%, almost double the next highest in-state community college. In fact, for 2013 WMCC had among the highest completion rates for all community colleges in New England (such data match the Undergraduate Retention and Graduation Rates, Data First Form 8.1 for AY 2014-2015, which is 48%). A 2017 *New York Times* upshot series highlighted WMCC as the second out of nineteen colleges in New Hampshire for its Overall Mobility Index with 19% of its students moving up two or more income quartiles (see Excerpt from New York Times upshot series).

This above-average performance by WMCC is a consistent trend. In what could be the most fundamental of performance measures (graduation rates), WMCC continues to perform well above state and national averages. (See IPEDS 150% grad rate WMCC_CCSNH_NE_National graph in the Workroom.) When graduation rates do fluctuate, as happened with the fall 2013 cohort's three-year graduation rate dipping to 34% (see Data First Form 8.1), the College seeks to identify the reasons. One explanation for its high graduation rates is that WMCC's programs and classes are relatively small—class sizes averaging seven to eight students—so every student receives guidance and support. Additionally, the small nature of the College makes performance accountability reasonably clear. The remote location of the College may also be a factor: community colleges in more densely populated areas tend to have a higher rate of transfer-out than WMCC (see Grad & non-grad-transfer Outcomes Measures by College).

Several programs at WMCC prepare students for transfer to four-year institutions so that they can pursue a bachelor's degree, including Liberal Arts and Teacher Education. Students also seek transfer pathways through programs such as Nursing, Business Administration, IT, and other disciplines where further education is necessary for students to advance in the field. For this reason, WMCC tracks the transfer activity of its students, both those who complete their academic program at WMCC and those who do not. The vast majority of WMCC students who transfer out stay within the State of New Hampshire. The most popular transfer destinations are Granite State College and Plymouth State University. Indeed, the College has a great working relationship with the education department at Plymouth State University, providing a strong bridge for Teacher Education graduates. Meanwhile, students completing an Associate of Science in Nursing often continue their studies at Southern New Hampshire University through its largely online Bachelor of Science in Nursing Program. The College has also developed a pathway for IT students that leads to UNH-Manchester.

Because of WMCC's unique geographic location, with no other higher education institutions nearby besides a branch office Granite State College in Conway, the College also tracks students who transfer to two-year programs, including those moving to other CCSNH colleges. In fact, WMCC has many students who enroll at the College with no intention of completing an academic program. Among these are students who want to test their skills at the college level before moving out of the North Country, as well as those looking for an opportunity to explore academic programs before choosing a four-year college. The most common two-year college to which WMCC students transfer is NHTI-Concord's Community College.

Besides graduation and transfer rates, which give a snapshot of WMCC's overall educational effectiveness, a student's class performance, fieldwork, and capstone course are ways for Department Chairs, Program Coordinators, and faculty in general to assess students and determine whether a course or program is educationally effective (see E-Series Forms, Part A). Several programs have program-specific performance measures that likewise attest to the College's educational effectiveness. In the Early Childhood Education Program, for example, the course content, course syllabi, and student work are all stored in a student portfolio, which students use to apply for jobs and college transfer, as well as to document their achievement of the standards and competencies of the National Association for the Education of Young Children (NAEYC).

In addition, a number of programs have clearly defined state, national, or industry standards that students must meet to complete a degree or certificate. Students in the Nursing Program, for example, must complete standardized assessments in multiple areas, including Fundamentals of Nursing, Med-Surg Nursing, Maternal Child, Mental Health, Community, and Pharmacology. This program is governed by a nationally recognized body that requires graduates to pass the National Council Licensure Examination (NCLEX) before they can practice. The program outcomes, established by this governing body, appear on the College website. Every nursing student understands at the outset that, to complete the program, he or she must satisfactorily fulfill these performance criteria. (See Data-First Form 8.3.)

By nature, these nationally recognized standards are self-policing, as was evident when WMCC's Nursing Program had to revamp its program. In 2013, the New Hampshire Board of Nursing asked WMCC to change its existing program, to modernize its curriculum, and to take measures to improve student achievement of program outcomes. WMCC took the entire 2014 year to revise the Nursing curriculum and to make other changes before enrolling new students into its revised program in 2015. Since doing so, the Nursing Program has seen great success. The first class completed the new program in 2017 and had a 57% completion rate (which is slightly above national average for a two-year Nursing Program) and had a 100% pass rate on the NCLEX, twenty students in total (Reference Data First Form 8.3.1).

Similarly, the Advanced Welding Technology Program uses industry standards as guidelines for evaluating student performance. Most welding programs, regionally and nationwide, prepare students only for the Advanced Welding Society (AWS) industry certification tests. By comparison, not only does WMCC's program include four AWS certification tests as part of its program, all of the program's lab courses (which make up over 80% of classroom time) are competency based and build on one another (see the Advanced Welding Technology cluster in the Workroom for examples of Course Competencies (ref. page 6 FCAW) along with Work Procedure (FCAW) and Rubric, as well as the Program Outcomes that align (FCAW highlighted)). Such an approach has created industry confidence in the program and led to various partnerships, such as the College's new agreement with the Portsmouth Naval Shipyard. This agreement took several years to develop and allows the shipyard to hire WMCC students directly, bypassing the federal hiring process other employees take. WMCC is the only institution with this type of agreement, and in fact, WMCC students do not even take a welding test before getting hired. The College has a similar agreement with the Millwright Union whereby WMCC graduates enter with several years of apprenticeship credit. Additionally, the

Millwright Union has been very helpful with training and curriculum development.

In the Automotive Technology Department, student assessment is primarily competency based according to industry standards. Students must complete task sheets and weekly reports and take Automotive Service Excellence certification tests at the end of each spring semester. In the Medical Assistant Program, instructors measure student outcomes by their work, their presentations, and their competencies, as well as by an industry test. As seen in Data First Form 8.3.1, the Medical Assistant Program has a pass rate of 96% over the last three years (forty-six students having completed). Although the College has only a few programs with this type of evaluation, programs that record industry tests or standards have performed well. Commercial Driver Training is the only other program on Data First Form 8.3.1, and it shows a licensure pass rate of 100% for the thirty-six students who have tested since the program's inception.

Nevertheless, not every WMCC program has a clearly defined set of nationally benchmarked or industry-determined assessment standards or outcomes. In the Arts & Humanities, student outcomes are primarily measured through performance criteria. The students write essays and reports, conduct research and present findings, argue to persuade, engage in information literacy, document sources according to official documentation styles, give multimedia presentations, and do poster sessions. In STEM, students write field and lab reports, create research posters and present them to peers and colleagues, conduct research, and evaluate data using statistics. Course learning outcomes are standard parts of every syllabus. The connection between course learning outcomes and program outcomes may need work in some programs, but in the trade and technical programs, that connection is strong, for in these programs students must learn certain skills and perform specific tasks with competency in order to pass.

The challenge arises in the non-trade and non-technical programs where the connection between course learning outcomes and program outcomes is not as evident. For these programs, the College needs to take a sharp look at the wording of its outcomes, both course and program alike. Up until fall 2018, the course syllabus template referred to Course Objectives, not Course Outcomes, a critical misnomer. Moreover, many of the "Objectives" for courses in the Liberal Arts were not measurable. In August 2018, the College revised its syllabus template to achieve consistency and correctness in language. It also held a faculty workshop on Writing Measurable Outcomes. These actions have begun a process that will establish a clear protocol for assessing educational effectiveness in these programs.

The timing of these actions is fortunate because the College is currently reassessing its Educated Person Statement (see also Standard Four). As it currently stands, the statement is unwieldy and difficult to tie to course and program outcomes. In fall 2017, because of this need for a revised Educated Person Statement, Program Coordinators and Department Chairs have begun the process of revision: first, by reducing and refining the verbiage, making it less cluttered and more manageable; and second, by tracing elements of the statement to program outcomes in order to establish a logical movement from course learning outcomes to program outcomes to the Educated Person Statement and the WMCC Mission Statement.

Regarding WMCC's partnership with CCA (see Standard One), several appraisals are in order. One early success of this partnership is the College's overhaul of its approach to math

remediation (see Standard Four). This process involved evaluating the College's existing model (which used remedial math courses), making changes to the model, and then evaluating the data on this new model (which uses a co-requisite lab). From these data, the College discovered that, despite its reputation, Accuplacer is not effective as a screening tool, a conclusion CCA likewise reached in its assessment of Accuplacer: namely, students who start in a remedial math course do not move on to complete a college-level math course at a high rate. (See Predictive Utility of Accuplacer Math in the Workroom.) Instead of improving retention, these remedial courses actually hinder retention.

The new model for math that WMCC has adopted eliminates screening and the remedial math courses altogether. Instead, students are immediately enrolled into a co-requisite lab as a mandatory part of their first college-level math course: MATH 120: Quantitative Reasoning. As mentioned in Standard Four, instructors test students on prerequisite material throughout the semester. If students pass a given test, they can opt out of the corresponding co-requisite lab. If not, they must attend it. Such a model offers support at exactly the time when students need it. Initial data gathered from this co-requisite model are positive. Starting in fall 2015, before the co-requisite model was in place, the College reviewed three consecutive semesters of student success rates for students new to the College (fifty-three students the first semester, thirty-nine the second, and forty-four the third). The results show that in 2015 (before the co-requisite model was in place) 36% of students received college credit for math their first semester. By the fall of their third year, 66% of that cohort achieved math credit. These percentages improved dramatically the first year the College instituted the co-requisite model. For first-time college math students, 67% achieved math credits their first semester. By the fall of their second year (there are no data for third year yet), this figure soared to 79%. Then in 2017, the College decided to have all math courses meet two days a week (as opposed to once for a single long class), and the success rate of students receiving college credit for math improved to 82%. (See the report Math Co-Req Progress_June2018.)

With this co-requisite model, it is important to note that, if a student fails MATH 120 the first time around, that student will have already been exposed to the material that he or she will have to learn the second time around. In the remedial math courses, the students were being exposed to material that was different from the material in MATH 120. Thus, besides taking a course that did not earn college credit, once these students passed the remedial course, they moved into MATH 120 with no training in the material they were about to face. In short, the co-requisite model has provided a faster path to success for students in programs with math requirements.

As mentioned in Standard Four, a similar undertaking is happening in English. Specifically, incoming students are placed directly into ENGL 120: College Composition, and if their cumulative grade point average in the course is a C- or below, they are required to attend the one-hour co-requisite lab, which addresses these students' particular needs at any given point in the semester. Students whose cumulative grade is above a C- may also attend the lab, but they are not required to. Because Canvas keeps a running tally of grades only after the first assignment has been graded, all students must attend the first two labs (where they learn aspects of digital literacy), the assumption being that all students need the lab until they can prove otherwise. Inasmuch as this co-requisite English course began in fall 2018, no data are available to determine its effectiveness.

Faculty development the co-requisite models in both English and math have involved the Institutional Researcher throughout the course development process. This has enabled processes to be established regarding coding and record-keeping that allow for the effective assessment of the curricular changes. As the co-requisite math model has developed, faculty have benefitted from the feedback provided about course effectiveness.

Another key initiative in WMCC's partnership with CCA is the College's shift from Academic Departments to Academic Focus Areas (AFAs), which consist of seven academic focus areas (see also Standards One and Four):

1. Industry and Transportation
2. Arts, Humanities, Communications, and Design
3. Business
4. STEM and Advanced Manufacturing
5. Education, Social and Behavioral Science
6. Hospitality and Culinary
7. Health Science and Services

This AFA designation began with the College's efforts at program mapping, to help students plan in advance and thereby reduce the number of unnecessary credits they earn by taking courses unrelated to the program they ultimately complete. Specifically, each program has been developing a map of the courses students need in order to complete. Implemented by WMCC in fall 2018, AFAs are standard throughout CCSNH. Not only do they simplify the registration process, but programs within each AFA have overlapping core requirements that students must take during the first year. Hence, should a student wish to change programs, that student will have taken courses that satisfy both programs within that particular AFA. Because of these overlapping core requirements, students will be able to change programs within each AFA without losing momentum towards degree completion.

CCSNH's partnership with CCA has broadened the College's thinking about process and outcome measures. For example, CCA Retention and Persistence 2016, an early, System-wide look at student retention from a variety of perspectives, encouraged a thorough consideration of the topic. WMCC has been able to track the impact of specific initiatives, in reports like WMCC 15-to-Finish. Both of these reports may be found in the Workroom.

Another area where WMCC has shown promise is online learning, but not without growing pains. On the positive side, enrollments grew steadily from 2015, when NEASC officially gave WMCC approval to offer 100% online programs, to 2018. Such growth was especially welcomed during AY 2016-2017, coming directly after a year when enrollment numbers were uncharacteristically low. Originally, to oversee this online delivery format, the College established the Alternative Delivery Committee, which had to approve all new courses before they could be launched. The Alternative Delivery Committee was also charged with evaluating faculty who taught online. The challenge set in as the number of courses grew. The Alternative Delivery Committee was not able to keep up, and as a result, oversight of online courses diminished. In fact, at a Department Chairs meeting in spring 2018, two areas of concern emerged: (1) the Alternative Delivery Committee was no longer holding regular meetings, and

(2) online faculty evaluations were slipping. To address the first of these, the College has chosen to revitalize the Alternative Delivery Committee, requiring that meetings occur regularly and insisting that minutes be taken and disseminated. A set of Alternative Delivery Minutes can be found in the Workroom, under Standard 4.

The second concern has not been as satisfactorily addressed. For AY 2018-2019, the College has decided that Department Chairs or Program Coordinators will oversee the evaluation of all online instructors within their AFA or program. To be clear, the College has received no specific data indicating that the College's online courses are substandard or unacceptable. It is clear, however, that the College needs to improve oversight of its online delivery. At some point, the volume of online courses that the College offered exceeded the Alternative Delivery Committee's capacity to manage its charge. The College was slow to recognize this shortfall, but now that it has, it recognizes the need to undertake further steps, steps that will understandably take some time before the College is able to maintain proper and efficient oversight of its online delivery format.

A third concern regarding WMCC's online offerings has recently emerged: namely, student success rates. This issue came up in summer 2018 during a College discussion about possible reasons for a recent decline in online course registrations. Data First Form 8.4 indicates a lower rate of completion in online courses than in other modalities: a median of 76% completion rate for online courses, compared to a median of 88% completion rate for face-to-face courses (excluding Running Start). Admittedly, these data result from a single course within a single semester, the College having very few 100% online degree completions at this point (besides some online certificate degrees). More remarkably, students matriculated in online programs have strong course completion rates; on the other hand, students enrolled in face-to-face programs who are taking some coursework online seem to struggle. (See Data for Alternative Delivery 20180620 in the Workroom, under Standard 4.) The College must keep a close eye on this emerging trend, for such a trend can have a significant impact on the way the College envisions its commitment to online delivery.

As for the College's course evaluation process (involving all modalities), there is room for improvement. As mentioned in Standard Six, especially as it relates to the Liberal Arts and STEM, there are few F/T faculty in charge of evaluating many adjuncts, WMCC having one of the highest adjunct-to-F/T faculty ratios in New England. CCSNH's adoption of AFAs is a way to combat the problem, creating seven Chairs when there used to be five. Arts, Humanities, Communications, and Design (formerly Liberal Arts) and STEM and Advanced Manufacturing will still have disproportionately high adjunct-to-F/T faculty ratios, as will the new Education, Social and Behavioral Science AFA, but these ratios will not be as disproportionate as they had been with five departments. The solution to supervising adjuncts in these AFAs may be for faculty in other AFAs to share responsibilities: members of AFAs with low adjunct-to-F/T faculty ratios will observe adjuncts teaching in those AFAs with high adjunct-to-F/T faculty ratios. This sharing of responsibilities, however, does raise the question of corresponding expertise. Namely, an adjunct teaching Spanish may be observed by a F/T employee who teaches in Industry and Transportation, or an adjunct teaching philosophy may be observed by one who teaches in Hospitality and Culinary.

Besides assessment of faculty and courses, WMCC's graduate surveys provide data that influences planning, assessment, and the pursuit of educational effectiveness. Because these surveys are given during graduation rehearsal, the College sees an excellent return rate. Such return rates are not as robust for post-graduation surveys. Each November, the College typically sends out about three-hundred post-graduate ("alumni") surveys; these go to students who completed an academic program during the prior two years. The College has experimented with paper and electronic formats through Survey Monkey, but neither has produced favorable results, the rate of return clustering around 16% to 19%. (See Alumni Survey documents in the Workroom.)

To improve these rates, the College is considering a more program-centered approach, perhaps asking Program Coordinators and Department Chairs to track graduates for up to four years. The information they gather would be reported to the Institutional Researcher for processing. The College also is considering more use of social media. Some departments (Culinary Arts, for example) use it currently, sending and receiving information related to employment opportunities, transfer options, and licensing possibilities. Because of its success in Culinary Arts, there is good reason for the College to expand its use to reconnect with alumni from all programs. As noted in Standard Two, CCSNH has recently purchased an alumni database tool, Raiser's Edge, for each of the seven community colleges. In all likelihood, this tool will facilitate effective management of these data. Up to this point, the data have been managed in spreadsheets, like Class of 2017 Outcomes which limits flexibility and effective storage.

Insofar as the Institutional Researcher proves critical to improving WMCC's ongoing pursuit of educational effectiveness, a word regarding this position is in order. The College is fortunate to have this valuable asset given the small size of the institution. At NEASC's urging, the College filled this position P/T in 2012 and then F/T in 2014. At the same time, the CCSNH Chancellor began working to shift the System to a more data-driven culture, providing an infrastructure of daily reports including the Dashboard. The Institutional Researcher has been instrumental in changing the culture of the institution by giving the College a continuous stream of data on enrollment, retention, and other indicators of educational effectiveness. Indeed, the Institutional Researcher is a key reason why all faculty and staff are better informed on how well the College is performing. This includes brief e-mails like the Enrollment Update as well as more detailed presentations like the Research Update WMCC 2014. Recently, Institutional Research has been working more closely with programs to provide current, relevant data, as in the Report for Department Chairs Spring 2018. Such transparency reflects a high degree of trust and goodwill, boosting employee morale and promoting a culture of professionalism, quality work ethic, and institutional pride.

PROJECTIONS

To maintain a high level of educational effectiveness in accordance with WMCC's values and mission, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will define the roles of the Alternative Delivery Committee, Department Chairs, and Program Coordinators in managing its online delivery format.	Academic Affairs	AY 2018-2019
WMCC will improve the way it gathers and stores data from its graduates by creating an alumni database.	Institutional Research	2021 for full implementation
WMCC will maintain high retention and completion rates such that IPEDS retention will remain at 70% for F/T students and 60% for P/T students, while 150%-time graduation rates will remain near 50% for first-time, F/T cohorts.	Whole College (Strategic Plan)	Five-year assessment

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
Year the data were reported to IPEDS:	**(2014-15)**	**(2015-16)**	**(2016-17)**	**(2017-18)**	**(2018-19)**
IPEDS <u>Retention</u> **Data (1 year Fall-to-Fall): Cohort:**	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Associate's degree and certificate students (FTFT)	67%	66%	73%	67%	70%
Associate's degree and certificate students (FTPT)	50%	62%	54%	62%	65%
IPEDS <u>Graduation</u> **Data (3 yrs, 150%time): Cohort**	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Associate's degree and certificate students (FTFT)*	48%	52%	32%*	49%	50%
FTFT Pell Recipients				47%	50%
FTFT did not receive Pell				56%	56%
Associate's degree and certificate students (FTPT)*					
IPEDS <u>Outcomes Measures</u> **Data: Cohort Enters**					
First-time, full time students		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Awarded a WMCC degree or cert. within four years	N/A			47%	
Awarded a WMCC degree or cert. within six years	N/A	47%	48%	48%	
Awarded a WMCC degree or cert. within eight years	N/A	48%	48%	49%	50%
Not awarded within eight years but still enrolled	N/A	1%	0%	2%	
Subsequently enrolled elsewhere within eight years	N/A	14%	19%	15%	20%
First-time, part-time students					
Awarded a WMCC degree or cert. within four years	N/A			13%	
Awarded a WMCC degree or cert. within six years	N/A	27%	19%	18%	
Awarded a WMCC degree or cert. within eight years	N/A	29%	21%	18%	20%
Not awarded within eight years but still enrolled	N/A	0%	0%	2%	
Subsequently enrolled elsewhere within eight years	N/A	22%	21%	24%	20%
Transfer In: Non-first-time, full-time students					
Awarded a WMCC degree or cert. within four years	N/A			55%	
Awarded a WMCC degree or cert. within six years	N/A	59%	52%	58%	
Awarded a WMCC degree or cert. within eight years	N/A	59%	52%	58%	55%
Not awarded within eight years but still enrolled	N/A	0%	0%	3%	
Subsequently enrolled elsewhere within eight years	N/A	17%	28%	21%	20%
Transfer In: Non-first-time, part-time students					
Awarded a WMCC degree or cert. within four years	N/A			29%	
Awarded a WMCC degree or cert. within six years	N/A	35%	20%	30%	
Awarded a WMCC degree or cert. within eight years	N/A	35%	20%	32%	30%
Not awarded within eight years but still enrolled	N/A	3%	0%	0%	
Subsequently enrolled elsewhere within eight years	N/A	32%	27%	32%	20%

NOTES: Data as reported to IPEDS, including prior year updated filed by WMCC. Last updated: 7/17/2018 SW; goals as discussed with CL and JA, updated 8/1/2018

DFF 8.1

Standard 8: Educational Effectiveness
(Student Success: Progress Rates and other Measures of Student Success)

Category of Student/Outcome Measure	BA/BS Cohort		Associate/Cert Cohort Entering WMCC	
	NA	NA	6 years ago	4 years ago
			Fall 2011 Cohort (N = 269)	Fall 2013 Cohort (N = 187)
First-time, Full-time Students				
Degree or certificate from WMCC			38.3%	34.8%
Not graduated, still enrolled at WMCC			3.3%	0.0%
Transferred out without graduating			10.0%	20.3%
Degree from a different institution			6.7%	5.8%
Not graduated, never transferred, no longer enrolled			41.7%	39.1%
First-time, Part-time Students				
Degree or certificate from WMCC			21.5%	20.3%
Not graduated, still enrolled at WMCC			3.8%	0.0%
Transferred out without graduating			17.7%	6.8%
Degree from a different institution			7.6%	5.1%
Not graduated, never transferred, no longer enrolled			49.4%	67.8%
Non-first-time, Full-time Students (Transfers-in)				
Degree or certificate from WMCC			57.7%	63.3%
Not graduated, still enrolled at WMCC			0.0%	0.0%
Transferred out without graduating			19.2%	6.7%
Degree from a different institution			7.7%	0.0%
Not graduated, never transferred, no longer enrolled			15.4%	30.0%
Non-first-time, Part-time Students (Transfers-in)				
Degree or certificate from WMCC			25.0%	41.4%
Not graduated, still enrolled at WMCC			2.3%	0.0%
Transferred out without graduating			18.2%	10.3%
Degree from a different institution			13.6%	6.9%
Not graduated, never transferred, no longer enrolled			40.9%	41.4%

Measures of Student Achievement and Success/Institutional Performance				
Highest Degree Earned by WMCC Students at any Institution (including WMCC)				
Associate's	AAS		6	2
	AA		7	6
	AS		43	31
Bachelor's	BA		6	2
	BS		12	9
Master's	MS, MEd		3	0
Doctorate	JD		1	0
Total Students Earning Degrees			78	50

NOTES: Cohort includes those entering students at WMCC, still enrolled 4 weeks into the semester, who have available records in the National Student Clearinghouse and are not deceased. Updated 7/30/2018 (SW)

DFF 8.2

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates p. 1;
Completion and Placement Rates for Short-Term Vocational Training Programs p. 2)

	3-Years Prior (FY 2014-15)		2 Years Prior (FY 2015-16)		1 Year Prior (FY 2016-17)		Most Recent Year (FY 2017-18)	

State Licensure Examination Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
NH_CDL_A or VT_CDL_A	no grads	N/A	14	14	13	13	9	9

National Licensure Passage Rates *

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
CMA/AAMA (Medical Assistant) **	20	19	8	8	18	17	too soon	N/A
NCLEX (Nursing)	14	13	no grads	N/A	20	20	too soon	N/A

Job Placement Rates (in field of study only)

Major/time period	GE *	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
Medical Assistant** (certificate with or without AS)	cert only	22	7	16	11	19	14	12	10
Nursing (AS)		14	14	no grads	N/A	20	20	16	too soon
CDL/CDT (see also next page)		no grads	N/A	14	13	13	11	9	5

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

NOTES: * National Pass rates are for the first time taking the test. ** Medical Assistant License Passage and Job Placement rates are reported by *calendar year* per MAERB Annual Report.

Web location of gainful employment reports:

http://www.wmcc.edu/sites/default/files/content/ged-docs/Advanced%20Welding.html
http://www.wmcc.edu/sites/default/files/content/ged-docs/Medical%20Assistant.html
http://www.wmcc.edu/sites/default/files/content/ged-docs/Medical%20Coding.html

DFF 8.3 p. 1

**Completion and Placement Rates for Short-Term (< 36 cr, 1-2 semesters) Vocational Training Programs
for which students are eligible for Federal Financial Aid (Title IV Programs only)**

Completion Rates	Entering Program 2015-16	On-Time Grads* 2015-16	Entering Program 2016-17	On-Time Grads* 2016-17	Entering Program 2017-18	On-Time Grads* 2017-18	Average Grad Rate 2015-2018	Anticipated Entering Fall 2018
Advanced Welding Technology Certificate (35 cr)	27	21	18	17	29	23	82%	30
Commercial Driver Training Certificate (16 cr)	17	14	11	11	21	9	69%	5
Diesel Heavy Equipment Technology Certificate (31 cr)	0		5	3	3	3	75%	4
Driver Education Instructor Certificate (17 cr)	---		---		3	0	0%	2
Early Childhood Education Certificate (27 cr)	7	1	9	0	2	0	6%	2
Financial Services (formerly Banking & Finance) Certificate (24 cr)	---		---		4	***		2
Human Services Certificate (28 cr)	3	1	1	0	1	***	25%	0
Information Technology Certificate (20 cr)	2	0	2	0	2	1	17%	1
Library Technology Certificate (30 cr)	2	0	4	1	2	0	13%	2
Medical Coding Certificate (31 cr)	7	3	1	0	11	1	21%	7
Office Assistant Admin Conc Certificate (25 cr)	0		2	0	0		0%	
Patient Care Specialist Certificate (32 cr)	---		---		3	***		5
Pipe Welding Certificate (17 cr)	27	23	26	22	22	***	85%	0
Veterinary Assistant Certificate (19 cr)	---		---		---			16
Water Quality Technology Certificate (18 cr)	1	0	3	1	2	1	33%	1
Totals	93	63	82	55	105	38	56%	77

Placement Rates (all completers, see Notes)	Completers	Known to be working in field of study	Completers	Known to be working in field of study	Completers	Known to be working in field of study
Advanced Welding Technology and Pipe Welding	33	67%	31	77%	3***	67%
Commercial Driver Training	14	93%	13	85%	9^	75%

DFF 8.3, page 2

NOTES: Only programs of less than 36 credits which are designed for completion with 1-2 semesters are included. Specializations that generally supplement a degree (e.g., Autism Education) are not included. Students pursuing a degree alongside their certificate are not included (e.g., Medical Assistant students picking up a Medical Coding certificate). * "On-Time Completers" graduate from the program in which they started after the 1-2 semesters that the program is intended to take. *** These students have not had sufficient time to complete the program, given their start dates. --- "Placement Rates" are shown for programs with a substantial number of graduates. These rates are calculated based on all students completing in the program in the indicated year, whether or not the student is an "on-time" completer; in other words, when the student started the program is not a factor in these computations. Advanced Welding and Pipe Welding are combined because this is largely the same population of students -- the Pipe Welding program is offered in the summer and is stackable on the Advanced Welding program that students complete in the fall and spring semesters. ^ Of the 9 CDT graduates in 2017_18, one went into the Marines and so is excluded from the placement rate calculation. Updated 07/13/2018 SW

DFF 8.3, page 3

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	4 Years Prior Fall 2014	3 Years Prior Fall 2015	2 Years Prior Fall 2016	1 Year Prior Fall 2017	Current Goal Fall 2018
Distance Education: Online Courses					
Course completion rates*	76%	73%	76%	74%	80%
Other measures, specify: Average Class Size	6	9	7	6	7
# online course sections Online	38	44	79	90	
# students enrolled x section ("seats")	246	398	535	567	
# students completing with credit (A,B,C,D)	188	292	404	420	
Littleton Academic Center					
Course completion rates**	88%	88%	83%	83%	85%
Other measures, specify: Average Class Size	8	9	8	7	8
# course sections in Littleton	50	56	62	57	
# students enrolled x section ("seats")	423	506	505	426	
# students completing with credit (A,B,C,D)	373	443	417	354	
North Conway Academic Center					
Course completion rates**	94%	91%	84%	83%	85%
Other measures, specify: Average Class Size	5	7	4	5	6
# course sections in North Conway	8	6	24	31	
# students enrolled x section ("seats")	36	44	107	150	
# students completing with credit (A,B,C,D)	34	40	90	125	
Omni Mount Washington (Culinary Arts)					
Course completion rates				100%	100%
Retention to Spring				100%	
Graduation				new location	
Other measures, specify: Average Class Size				4	
# course sections at OMNI				2	
# students enrolled x section ("seats")				8	
# students completing with credit (A,B,C,D)				8	
Berlin Campus (Day & Evening)					
Course completion rates**	85%	88%	85%	89%	90%
Other measures, specify: Average Class Size	8	9	9	8	9
# course sections in Berlin (Day & Evening)	180	161	164	143	
# students enrolled x section ("seats")	1463	1423	1461	1202	
# students completing with credit (A,B,C,D)	1239	1253	1241	1064	
Dual Enrollment (Running Start & eStart)					
Course completion rates	95%	97%	96%	N/A	95%
Other measures, specify: Average Class Size	8	7	7	7	8
# course sections	85	84	85	82	
# students enrolled x section ("seats")	657	600	563	569	
# students completing with credit (A,B,C,D)	624	580	541	N/A	

Definitions and Methodology

Course Completion = # students completing with credit/#seats. Students in more than one section are counted for each section. * There are not enough students enfolled in online-only programs to calculate reliable retention and graduation rates. ** Programs are not location-specific -- many students study across multiple sites, so location-specific retention and gradiation are not calculated. # Sections excludes 0-credit sections (labs).

NOTES: Updated 7/17/2018 (SW)

DFF 8.4

STANDARD NINE
INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

DESCRIPTION

Integrity

WMCC sets expectations that each member of the College community acts responsibly and with integrity. Students, staff, faculty, administrators, and trustees are expected to adhere to principles of honesty, fairness, equity, privacy, and respect for academic freedom. In both internal dealings and interaction with the broader community, including prospective students, community partners, and the Commission itself, the College strives to uphold high ethical standards.

To maintain this culture of integrity, the College has policies that clearly define ethical behavior as it relates to the workplace (see also Standard Six). As outlined on Data First Form 9.1, WMCC's policy statements derive from several sources. Being one of seven community colleges that share a common Board of Trustees (BOT), WMCC starts with CCSNH policies as a framework (online at https://www.ccsnh.edu/about-ccsnh/board-and-system-policies). It then references the Collective Bargaining Agreements (CBAs, see electronic Workroom) for F/T faculty, adjunct faculty, and staff, documents that address employee rights and responsibilities, and provide another source for policies on matters relating to promotions and grievances. Issues of policy not covered (or not sufficiently covered) by CCSNH policies and the CBAs are addressed on the Employee Resource page of the employee section of Canvas. As for students, the WMCC *Student Handbook* describes relevant policies and procedures, many of which also appear in the *College Catalog*. Within these various resources, WMCC describes what it means for the institution, its employees, and its students to act with integrity.

Transparency

Online and in print, WMCC takes care to be transparent, providing thorough, current, consistent information verified against the *College Catalog*, which faculty and staff review annually. The revised *College Catalog* is posted every year on the College website (and is available in print), with archival versions available online back to 2009 (hard copies dating back several years are available in the Registrar's Office). In addition, as outlined in the Data First Form 9.2, the College website contains information relevant to any number of constituents, including prospective and current students, alumni, community partners, and the general public.

The College responds in a timely manner to requests for information beyond what is available on its website. Some informational requests come from federal agencies (IPEDS reporting, the United States Department of Education, federal financial aid) and must be addressed. Non-compulsory requests come from a variety of non-governmental bodies, such as Complete College America (CCA), Peterson's (publishers of the guidebook *Two-Year Colleges*), and ACT. Community partners also request data and other information from time to time. The College promptly addresses these requests if they do not exceed limits imposed by FERPA. If staff have any questions about whether a request is FERPA compliant, they consult members of the

College's Leadership Team and staff with particular expertise to determine whether the request can be fulfilled.

Conversation about internal transparency at WMCC is ongoing, prompted in part by the System-wide state performance audit. About ten years ago, CCSNH officially became a "discrete component unit" of the State of New Hampshire, "legally separate from the State, but for which the State is financially accountable for financial reporting purposes" (Performance Audit Report, p. 8). Operating within this authority, the Office of the Legislative Budget Assistant undertook a performance audit, as discussed in Standard Three. Among the concerns expressed in the Performance Audit Report released in August 2017 are several related to transparency. These are addressed in the Appraisal below.

Public Disclosure

Data First Form 9.3 provides URLs to information on WMCC's and CCSNH's websites having to do with integrity and transparency, including a wide range of need-to-know information for various constituencies. The Data First Form largely overlaps with a twenty-four-page *Consumer Information Master List* from the United States Department of Education. WMCC's Financial Aid Office works through this list in a rolling manner, checking against the College website to ensure that all information is available. Each semester, all members of the College community receive formal notification *via* email of Key Consumer Information from the VPSA. (See the electronic Workroom for these documents.)

APPRAISAL

Integrity

This Appraisal evaluates the degree to which WMCC's stated policies reveal themselves in practice. As a first step, employees and students must be aware of the policies.

WMCC ensures employee awareness of institutional policies by requiring all newly hired employees to review and sign a set of CCSNH policy statements. This paperwork includes policies on workplace conduct, a drug-free workplace, and domestic violence in the workplace. It also includes an overview of FERPA and the CCSNH IT Acceptable Use Policy (see Policies Signed upon Hiring in the electronic Workroom). Here, the word *employees* includes faculty, staff, and administrators. To safeguard ongoing awareness, the College mandates that F/T faculty sign the Domestic Violence in the Workplace Policy every time they undergo performance review. If adjunct faculty go three or more successive semesters without teaching, they must review and sign each of these policies again before resuming their duties. In all cases, employees are given a copy of the policies for their own reference, and signature pages are maintained in employees' personnel files. Some of these policies are not dated, and there is no periodic review schedule in place for them. System-wide, HR Officers are discussing how policies are reviewed and how employees are introduced to these policies, with an eye to regularizing and standardizing these efforts.

WMCC likewise ensures employee awareness of policies concerning ethical behavior in a set of

expectations laid out in the CBAs. All WMCC employees, except "confidential employees," work under one of three Collective Bargaining Agreements: one for staff (SEIU/SEA), one for F/T faculty (IBEW/NHHEU), and one for adjunct faculty (SEIU/SEA). The CBAs emphasize employee excellence, safety, service, and fairness. They provide statements on academic freedom, professional responsibility, intellectual property rights, grievance procedures, and due process around disciplinary action. CBAs are generally in place for one to three years. Review of provisions occurs when employees renegotiate their CBAs. For easy retrieval, employees have ready access to the CBAs online (at https://www.ccsnh.edu/human-resources/ccsnh-employee-and-labor-relations), and the unions make printed copies available to their members.

WMCC offers opportunities for faculty, staff, and administrators to learn about College policies, to discuss these policies with colleagues and content experts, and to be informed about new developments so that they may complete their work with integrity. In fact, during a two-week period prior to the beginning of each fall and spring semester, WMCC offers a variety of workshops for employees, many of which are chosen to support integrity within the institution, including training in Management of Aggressive Behavior (MOAB) in spring 2014, Recognizing Substance Abuse in Students in spring 2015, Information on Legalities in the Classroom in fall 2015, Student Drug Use in fall 2017, and Course Attendance: Reporting, Requirements, and Responsibilities in spring 2018. In January 2018, the College-mandated training on Title IX for staff and F/T faculty; while in April 2018, the College hosted a "Lunch & Learn" session with the CCSNH legal counsel, who discussed ADA compliance, FERPA, and other important matters. In fall 2018, the College offered MOAB training again, as well as bystander training and CRASE (active shooter) training, and the Financial Aid Office gave a presentation on the Satisfactory Academic Progress Appeal Process.

CCSNH as a whole is a resource for employee growth and integrity. In March 2018, the CCSNH Chief HR Officer released a comprehensive, updated Workplace Conduct Policy that addresses harassment, bullying, discrimination, and intimidation. This announcement was accompanied by plans for System-wide meetings to ensure that employees understand and apply the policy and by an updated Procedures on Complaints document. Taken together, CCSNH and WMCC resources support ongoing employee awareness of policies related to integrity.

Students learn about institutional policies through the *College Catalog* (available to students in print and online), the *Student Handbook* (available to students online), and course syllabi. To add to these, the College makes available the CCSNH *Student Financial Aid Handbook* at https://www.wmcc.edu/sites/default/files/content/documents/CCSNH2017-2018StudentFinancialAidHandbook.pdf. Until very recently, specific policies regarding academic integrity, academic accommodations, nondiscrimination, and support services were contained in each course syllabus. Faculty received standard institutional language for these policies, which they inserted into each syllabus; in turn, Department Chairs and Program Coordinators reviewed and signed these syllabi to ensure accuracy, consistency, and currency. In this way, the College brought these policies to student attention in each course, in every location, and in all modalities.

When syllabi were primarily distributed as hard copies, faculty included all student policies in each syllabus so that students received this information in each of their courses. Because of

frequent logistical updates (personnel changes, room numbers changing), this section of the syllabus had to be revised each semester. Over time, important updates or changes occasionally failed to get included in a specific syllabus, a failure causing some students to receive inaccurate information or mixed signals. Out of a concern to provide uniform, current information and because of opportunities made available through Canvas, Department Chairs in spring 2018 created an electronic policy document (the Student Resources document), which is updated centrally and is linked electronically to all syllabi. Faculty who choose to give students a paper syllabus append this document. As an added benefit, this new document addresses the Berlin-centric nature of the earlier syllabus template, which instructed all students, even those online and in the Littleton and North Conway Academic Centers, to seek help at offices located in Berlin.

While not all institutional policies undergo regular review, the documentation that students receive is reviewed annually. Every spring or summer, staff and faculty edit the *College Catalog* and the *Student Handbook* so that students have updated copies before the fall semester begins. Likewise, each spring the System-wide Financial Aid Users Group (which includes representation from the Financial Aid Office of each community college) edits and updates the *Student Financial Aid Handbook*. When particular concerns emerge, the committees revisit policy statements. For example, WMCC worked with other CCSNH colleges in 2017 to revise and expand the Title IX statement so that it affords more context and lists local community resources (in Berlin, Littleton, North Conway, and online) in cases of assault. This revised statement was institutionalized in spring 2018 and is now part of the Student Resources document.

The curricula of various programs also address professional integrity for students. Criminal Justice/Homeland Security, Health Science, and Human Services take advantage of the cross-disciplinary nature of their programs by requiring students to take HUMA 212: Legal and Ethical Issues (syllabus posted in the Workroom). Other programs offer a more discipline-specific approach, including Business Administration (which requires MGMT 112: Introduction to Business Logic and Ethics), Massage Therapy (which requires MASS 104: Massage Business Practices), and Medical Assistant (which requires MEDA 101: Clinical Procedures I; MEDA 105: Legal and Ethical Issues in Health Care; and MEDA 201: Clinical Procedures II). Human Services supplements HUMA 212: Legal and Ethical Issues with HSV 111: Introduction to Human Services, a more focused course related to integrity.

Moreover, ACAD 105: Academic Readiness, required by many programs in the student's first semester, advocates respect for diversity, as do the curricula in the following programs:

- Education, which requires EDU 106: ESL and Diversity in the Multicultural Classroom; EDU 202: Strategies for Teaching Diverse Populations; and EDU 210: Foundations of Diversity.
- Human Services, which requires HSV 130: Introduction to Gerontology; HSV 213: Issues in Developmental Disabilities; HSV 214: Issues of Children and Families; and HSV 222: Spirituality in the Helping Professions.
- Massage Therapy, which requires MASS 210: Special Populations Massage.
- Nursing, which requires NURS 111: Nursing I.

Because of the practical and applied nature of many of WMCC's programs, safety is also a critical concern. Many programs emphasize safe practice and worksite ethics by requiring their students to take the following courses:

- AUTO 101: Introduction to Automotive Services
- CDT 101: Fundamentals of Commercial Driver Training
- CDT 105: Vehicle and Cargo Safety
- DSL 111: Introduction to Diesel Heavy Equipment Technology
- ECE 114: Health, Safety, and Nutrition for the Young Child
- INDM 105: Introduction to Maintenance/Millwright
- INDM 109: Safety in Industry
- RRM 201: Introduction to Human Resources
- WELD 101: Welding Safety
- WELD 202: Welding Safety III

Notably, many of these courses are required during the student's first semester in the program, ensuring a foundation for safe, ethical practice at the outset.

Outside the curriculum, an important mechanism by which the College maintains integrity is WMCC's Equity Committee, co-chaired by the College's Title IX Coordinator. The Equity Committee sample minutes show how this Committee supports ongoing conversations about equity and fairness. The Equity Committee ensures that students receive information about nondiscrimination policy at WMCC by reviewing College materials, making recommendations about information presented at Student Orientation, and sponsoring campus events.

For several years during fall semester, the Equity Committee has distributed a locally developed Equity Survey to all WMCC students. This survey asks students about their knowledge of College policies and resources, including how one gets help in cases of discrimination or issues of that nature. This survey enables the College to track student awareness of these issues. Because the Equity Survey has been conducted for several years, it is possible to examine trends. In the Equity Survey History document, all closed-ended (yes/no) items from the Equity Survey are listed, along with student responses of the students surveyed in 2012, 2014, and 2016. Over time, this Survey indicates a rising trend in student use of WMCC's *Student Handbook* as a resource on policies. In 2012, 89.1% of students reported that they had access to the *Handbook*; by 2016, that number rose to 96.7%. This increase may be the result of the College making the *Student Handbook* prominently available on its website.

In responding to the Equity Survey, students consistently report at rates of 95% or higher that they are aware of student services and resources, that they are receiving syllabi in all of their courses, and that they have access to the College's LMS. In contrast, the percentage of students knowing, or knowing where to find, information related to incidents of discrimination hovers at around 70%. This percentage is notably lower than that of other "information" questions on the Equity Survey, such as the availability of academic support services. In an effort to raise awareness of sexual harassment, discrimination, violence on and off campus, and like offences, the "It's On Us" Task Force was created in 2017, in part through a grant funded by UNH's Prevention Innovations Research Center. It involves several faculty and staff members, including

WMCC's Title IX Coordinator and the Student Assistance Program Counselor, as well as community partners from the local crisis centers. The primary focus of the "It's On Us" Task Force is to educate students, faculty, and staff on the prevention of sexual assault, violence, and discrimination and to help foster a community of awareness, acceptance, and support.

A favorable byproduct of this Task Force's efforts is an increased visibility of the Title IX Coordinator and the Student Assistance Program Counselor *via* social media, tabling events, and trainings. Additionally, the Title IX Coordinator (newly appointed in early 2018) is the Library Director, who serves as a teaching librarian and gets face time with a majority of the students during Student Orientation, through College Composition classes, and within the Fortier Library setting. As a result, the Title IX Coordinator is a familiar face on the Berlin campus and at the Academic Centers.

Besides monitoring awareness, the Equity Survey provides a check on the ethical behavior of all members of the College community, allowing students to report discrimination on campus, including incidents of discrimination that they have experienced themselves. As reflected in the Equity Survey History table, students report that their classroom experience is essentially free from discrimination with more than 95% of respondents reporting textbooks, classroom instruction, use of equipment, and interactions with staff as equitable and not tainted by stereotypes. As illustrated in the Equity Committee sample minutes, the Committee follows up to the extent possible on reports of specific incidents of discrimination that appear in these surveys.

As shown in the Equity Survey History table, the number of students reporting incidents of discriminatory behavior on campus (observed or experienced) declined from 2012 to 2016. In 2012, 13.6% of students reported observing or experiencing discriminatory behavior at WMCC. In 2014, this value dropped to 9.2%, and in 2016 it dropped to 5.0%. The decline of these incidents reflects an effective equity policy that shapes the experience and behavior of students in positive ways. The value of 13.6% observing or experiencing discriminatory behavior may appear to contradict the fact that 95% of students report their classroom experience to be discrimination free. Responses to open-ended questions, however, resolve the apparent contradiction: the incidents that the 13.6% of students reported were generally student to student outside the classroom.

The Equity Survey is one example of how the College uses student survey responses to monitor levels of both student awareness of policies and institutional compliance with those policies relative to student experience. Over the last couple of years, in partnership with specialists from UNH, WMCC has also participated in the Climate Survey, a System-wide effort to gather information about sexual assault. The first year that the Chancellor's Office released the Climate Survey to WMCC's students, *via* email, WMCC had no forewarning. Some students became upset, finding the survey too intrusive. Moreover, College administration (to whom these students went for help) had not been informed about the release of the survey, either. Now that the Climate Survey has been conducted more than once, the initial backlash has faded, but broader concerns remain regarding the decision process by which researchers are given access to the student body.

In a related vein, WMCC faces a new set of integrity concerns arising from the development of

applied research projects. For example, a collaborative project (the College Access Navigator Study) began in spring 2018 in partnership with a research team from Dartmouth College. This venture created unfamiliar challenges for WMCC around issues of integrity, including informed consent for students participating in research (e.g. explicit permission to communicate with them *via* text message), as well as student data being shared with researchers outside the College. In the short term, WMCC addressed these challenges by assembling a team of experts around the project, including members of the College's Leadership Team, the Institutional Researcher, the Project Manager, and an experienced adjunct faculty member. The need for a systematic review of the ethical implications of research on campus was evident. In October 2017, Institutional Researchers across the System met to discuss the prospect of creating a formal Institutional Review Board (IRB), discussions that remain ongoing. One proposal is to move the IRB to a more central location within the System (see IRB Files). In summer 2018, the research team obtained an IRB review of the College Access Navigator Project at WMCC.

WMCC's commitment to integrity places a high value on the principle of inclusion throughout the institution. In preparing this Self-Study, the College engaged every F/T employee and welcomed any interested P/T employee. Each F/T faculty, staff, and administrator was an active member of one of the nine standards committees and remained involved in the process from start to finish. Likewise, in developing the Strategic Plan, the College held open conversations to get input from all employees, and drafts were returned to the College community for review at several points in the process. Likewise, all employees of the College are encouraged to attend the President's monthly College Conversations to ask questions and voice concerns. Such inclusiveness creates an atmosphere of transparency and mutual trust.

In light of this value on inclusion, the College hopes it can stimulate more student involvement in College governance, thereby including all constituents in the successful operations of the institution. While the College Mission Statement emphasizes a "student-centered" approach to education, students are not routinely included on College committees and are rarely, if at all, seen at All College Meetings. There is, of course, the Student Senate, but its representation relative to institutional choices that concern the student body is not routine.

Transparency

To address WMCC's commitment to transparency, one must begin with CCSNH's response to the Performance Audit Report released in summer 2017. This audit identified several areas where policies are either nonexistent or not being followed. While many of these concerns have to do with the BOT or Chancellor, others relate to operations at the seven community colleges, including fleet management (Observation #5), master planning (Observations #6 and #7), the internal audit process (Observation #11), and financial issues (Observations #12 through #25). From the perspectives of the seven community colleges (and the public), the audit report raises concerns about transparency relative to System-level activities. For example, Observation #2 notes an overuse of nonpublic sessions and emergency meetings on the part of the BOT, raising questions about compliance with New Hampshire's "Right to Know" law. Observation #19 notes the lack of available information regarding the allocation of state funding to the seven community colleges.

CCSNH's response to the Performance Audit Report has been commendable in its transparency. The BOT quickly established the Performance Audit Task Force, chaired by a member of the BOT, who is also a CCSNH employee. The purpose of this Task Force is not to remedy the problems raised in the audit but to monitor and document institutional efforts to address these concerns. WMCC has representation on the Performance Audit Task Force through its President. Since January 2018, the Task Force has met regularly. Its work is reflected in a frequently updated public-facing website: http://www.ccsnh.edu/PerfAuditTF. Within two months, the Task Force was able to document institutional work on each of the observations outlined in the audit. For example, in response to the audit's "Right-to-Know" concerns, the BOT sought legal counsel to brief them on the legitimate use of closed meetings. In response to the audit's questions about the allocation of funds among the seven community colleges, the Chancellor drafted the Allocation to Colleges White Paper that (1) explains how the allocation had worked in the past, (2) admits the allocation process had not been reviewed in several years, and (3) proposes a clear model for the System to adopt so that the allocation process is transparent, efficient, and equitable. As of this writing, the work of the Task Force is nearing completion.

WMCC's current dialog about transparency has focused on matters related to the College's internal functions and operations in the belief that the College, along with CCSNH, must be internally transparent first to be externally transparent. Each week, staff receive calls from people outside the institution with an astonishing array of questions and requests. The ability of staff members to provide accurate, current information to the public depends on efficient, effective internal communication.

The critical importance of good communication becomes plain when the College seeks feedback. Alumni graduating between 2014 and 2016 received the Alumni Accreditation Survey Fall 2016 with questions about integrity, transparency, and public disclosure (created by the staff working on Standard Nine). The following year, alumni graduating between 2015 and 2017 received the more broad-ranging Alumni Strategic Planning Survey Fall 2017. The number of graduates responding was small, but the data received were rich and informative. A common theme of these surveys was "communication," a theme that had likewise emerged in surveys among faculty and staff. Specifically, members of the College community stated that information about decisions and changes, decision-making processes, event planning, and the events themselves should be shared more widely and promptly. In summer 2017, the College had a change in administration with the arrival of the College's new President, who highly values communication and transparency. These factors have created an environment open to experimentation and change. As a result, in addition to highlighting "communication" as a pillar in its Strategic Plan, WMCC has witnessed three specific on-the-ground changes:

- College Conversations now occur at WMCC on a monthly basis, generally on Fridays (the quietest day of the work week). Sessions are announced well in advance, are hosted by the President, and are well attended. Employees unable to attend in person may "Zoom" in synchronously or review a recording of the meeting at a later time. These meetings focus primarily on information exchange, updates to ongoing projects, and faculty and staff questions.
- The College's Leadership Team began posting its meeting notes on Canvas.
- A new Staff Networking Team began monthly meetings in January 2018. Per its own

statement of purpose, "The Staff Networking Team exists to promote student success and staff satisfaction by (1) creating a communication network across departments so that staff members are informed, (2) supporting opportunities for collaboration, (3) making space for creative problem solving across departments, and (4) improving internal processes. Team members focus on suggestions, issues, or projects that cross departmental structures: e.g. onboarding of new students."

While these efforts are not visible to the public, they increase the College's internal transparency, thereby improving access to information for all constituents. These efforts are still young, but anecdotally College employees report that they know more about what is going on at the College now than they did a year or two ago. In spring 2019, CCSNH will conduct another employee engagement survey that will provide a clearer indication of the impact of these changes.

Engaging P/T employees (a large and important part of the College community) in activities such as the College Conversation and the Staff Networking Group is an ongoing challenge relative to improving internal transparency. While some adjunct faculty have schedules that allow them to attend occasional daytime meetings, most do not. As for P/T staff, they generally do not work on Fridays, when College Conversations occur. The Staff Networking Group has experimented with meeting on Thursdays, thereby accommodating some P/T staff, but such an experiment has excluded F/T staff who need to keep their offices open during days when the College is busy. Matters are further complicated by the fact that members of the College community are spread across the three locations, as well as online.

Relative to external transparency, the College monitors user accessibility to information on its website and has discovered challenges. The public-facing website does, in fact, disclose information about the College that students, prospective students, community partners, and others need (see Public Disclosure, below); but locating this information can be difficult. To test whether such information is readily accessible, the College asked students and alumni to conduct various searches. Specifically, students were asked to find items on the Standard Nine Data First Forms, while alumni were asked to identify resources that can be "easily found" on the second page of the Alumni Accreditation Survey Fall 2016. In both cases, the results proved troubling: both the students and alumni had difficulties completing these tasks. Members of the staff sometimes experience similar difficulties. The new Title IX Coordinator, for instance, observed that, outside of the *College Catalog* and syllabi, Title IX information on the website is not easy to find. Nevertheless, because of the nature of staff members' jobs, these employees can easily provide ongoing corrective feedback when they have difficulty finding what they need to assist students or otherwise do their work.

As it turns out, the most readily "findable" items on the College website are also the most relevant to current students: course schedules, the Student Information System (SIS), and the *Student Handbook*. The College does a good job keeping these front and center. Much more difficult to find are BOT policies, System policies, FERPA regulations, and CBAs—documents not used regularly by current students but important in managing the work of the College. Significantly, student outcomes are difficult to find. The College does post gainful-employment information for certificate programs (e.g., https://www.wmcc.edu/sites/default/files/content/ged-docs/Advanced%20Welding.html), but that information can be difficult to locate (links are

toward the bottom of the program's web page), and many WMCC programs have too few students to have valid gainful-employment summary data, resulting in incomplete reports (e.g., https://www.wmcc.edu/sites/default/files/content/ged-docs/Massage%20Therapy.html). Clearly, information on outcomes is critical for prospective students, as well as current students looking to change programs. This is an area the College needs to improve.

Public Disclosure

WMCC's website contains information about all of the issues listed on Data First Form 9.3. The College describes itself thoroughly on the internet to individuals seeking information. On the website are also .pdf copies of the *College Catalog* and the *Student Handbook,* both of which are reviewed and updated annually.

Because no thorough periodic review of the website exists, it has been challenging for the College to maintain current public information on its website. Working with the Consumer Information Master List from the United States Department of Education, WMCC's Financial Aid Office also had some difficulties, the most common being "broken" links. When information is updated or moved within the website, all of the various ways one can get to that information are not consistently updated. Without a periodic review of the entire website, the College cannot know how widespread these problems are.

Even though the *College Catalog* and course listings are easy to find on the website, the College does not have a regular process by which the course listings in the *College Catalog* are purged of courses that are no longer offered. Such a review was done in preparing the 2018-2019 *College Catalog*, but it had not been done for at least a couple of years prior.

PROJECTIONS

To ensure a character of institutional integrity and transparency, the College plans to accomplish the following:

Projection	Responsibility	Timeline
WMCC will establish periodic review schedules for College policies and all information published on its website.	HR Office	Spring 2020
WMCC will create a local IRB affiliated with the CCSNH IRB that will have oversight over surveys and other research with and/or about students.	Institutional Researcher	Spring 2019

WMCC will develop clear, specific statements of its graduates' achievements for more of its programs, statements made prominently available on the website.	Institutional Researcher/ Program Coordinators	Fall 2019
WMCC will coordinate the work of the Equity Committee, the "It's On Us" Task Force, the Climate Survey, the Equity Survey, and Title IX, perhaps through oversight by a single committee.	The College's Leadership Team	Fall 2018
WMCC will establish processes by which it can track employees who have and have not received mandatory trainings.	HR Office	Spring 2019

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2018	https://www.wmcc.edu/student-services/student-handbook	see p. 12; Student Services
Intellectual property rights	2018	https://www.ccsnh.edu/sites/default/files/2017-2019%20CCSNH%20and%20NHHEU%20CBA%20for%20FT%20Faculty_Final.pdf	Faculty
Conflict of interest	2017	https://www.wmcc.edu/academics/college-catalog	Leadership Team
Privacy rights		https://www.wmcc.edu/student-services/student-handbook	Student Services
Fairness for students	2018	https://www.wmcc.edu/student-services/student-handbook	Student Services
Fairness for faculty	2018	https://www.ccsnh.edu/sites/default/files/2017-2019%20CCSNH%20and%20NHHEU%20CBA%20for%20FT%20Faculty_Final.pdf	Leadership Team
Fairness for staff	2017	https://www.ccsnh.edu/sites/default/files/2017-2019_CCSNH_SEACollectiveBargainingAgreement_Staff_FinalSigned.pdf	Leadership Team
Academic freedom	2018	https://www.ccsnh.edu/sites/default/files/2017-2019%20CCSNH%20and%20NHHEU%20CBA%20for%20FT%20Faculty_Final.pdf	Leadership Team
Research (Students)		http://www.wmcc.edu/student-services/fortier-library/research-guides	Library
Research (Institutional)		https://www.ccsnh.edu/sites/default/files/System%20Policies%20-%20Human%20Resources_022718.pdf	Board of Trustees
Title IX	2016	http://www.wmcc.edu/notice-non-discrimination	Equity Committee

Non-discrimination policies

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Recruitment and admissions	2018	https://www.wmcc.edu/notice-non-discrimination	Also on Pg 5 of the 2018-2019 Catalog & Pg 34 of the Student Handbook
Employment		https://www.ccsnh.edu/mission-strategic-plan/non-discrimination-policy	Board of Trustees, Human Resources
Evaluation	2017	https://www.ccsnh.edu/sites/default/files/2017-2019_CCSNH_SEACollectiveBargainingAgreement_Staff_FinalSigned.pdf	Human Resources
Disciplinary action	2017	http://www.wmcc.edu/sites/default/files/content/documents/SyllabusTemplate.pdf	Student Handbook - Pg 55 Disciplinary Proceedings
Advancement	2018	https://www.ccsnh.edu/sites/default/files/2017-2019%20CCSNH%20and%20NHHEU%20CBA%20for%20FT%20Faculty_Final.pdf	Board of Trustees, Human Resources

Resolution of grievances

Students	2017	https://www.wmcc.edu/student-services/student-handbook	Student Services
Faculty	2018	https://www.ccsnh.edu/sites/default/files/2017-2019%20CCSNH%20and%20NHHEU%20CBA%20for%20FT%20Faculty_Final.pdf	Leadership Team
Staff	2017	https://www.ccsnh.edu/sites/default/files/2017-2019_CCSNH_SEACollectiveBargainingAgreement_Staff_FinalSigned.pdf	Leadership Team

NOTES: Updated 8/16/2018 JH

DFF 9.1

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website Location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.wmcc.edu/about-wmcc/presidents-message http://www.wmcc.edu/contact-us http://www.wmcc.edu/student-services/student-handbook Pg. 22 – General Student Information
Notice of availability of publications and of audited financial statement or fair summary	http://www.wmcc.edu/student-services/sis-logging http://www.wmcc.edu/consumer-information
Processes for admissions	http://www.wmcc.edu/admissions/how-apply http://www.wmcc.edu/student-services/student-handbook Pg. 14 Attendance http://www.wmcc.edu/academics/college-catalog Pg.19 – Academic Policies and Procedures Pg. 9 - Admissions Policy for Disabled Students Pg. 8 – Admissions Policy for Home Schoolers Pg. 7 – Application Procedure Pg. 26 – Attendance Pg. 9 - Cost of attendance Pg. 28 – Course Registration Pg. 7 – Dual Admission Pg. 6 - Enrollment Pg. 32 – Pre-Admission Recommendations Pg. 9 – Readmission to College Pg. 8 – Transfer Applicants
Processes for employment	http://www.wmcc.edu/about-wmcc/white-mountains-community-college-job-page http://www.wmcc.edu/student-services/student-handbook PG. – 47 – Employment http://www.wmcc.edu/academics/college-catalog Pg. 17 – Part Time Employment
Processes for assessment	http://www.wmcc.edu/student-services/student-handbook PG. 17 – Graduation Requirements PG. 17 – Matriculation http://www.wmcc.edu/academics/college-catalog Pg. 23 – Academic honors/Awards

DFF 9.2

	Pg. 19 – Academic Policies and Procedures Pg. 25 – Academic Probation Pg. 24 – Academic Standing Review Pg. 25 – Academic Suspension Pg. 26 – Attendance Pg. 23 – Grading Pg. 22 – Graduation Requirements Pg. 24 – Incomplete Course Grade Pg. 8 – Matriculation Pg. 23 – President's Award Pg. 23 – President's /Vice President's Lists Pg. 14 – Satisfactory Academic Progress
Processes for student discipline	http://www.wmcc.edu/student-services/student-handbook Pg. 55 - Student Disciplinary Standards http://www.wmcc.edu/academics/college-catalog Pg. 25 – Academic Amnesty Pg. 25 – Academic Appeals Pg. 25 – Academic Probations Pg. 24 – Academic Standing Review Pg. 24 - Incomplete Course Grade Pg. 25 – Student Referral Report
Processes for consideration of complaints and appeals	http://www.wmcc.edu/consumer-information http://www.wmcc.edu/student-services/student-handbook PG. 13 – Appeal of Grade PG. 15 - Course Failure PG. 60 – Grievance Procedures PG. 57 – Judicial Committee PG. 51 - Judicial Policies and Procedures PG. 19 – Student Rights http://www.wmcc.edu/academics/college-catalog Pg. 25 – Academic Appeals Pg. 19 – Academic Policies and Procedures Pg. 60 – Grievance Procedures

DFF 9.2

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found

Statement/Promise	Location
No promises	http://www.ccsnh.edu/satisfied-clients
	http://www.wmcc.edu/about-wmcc/alumni
	http://www.wmcc.edu/littleton-academic-center/health-careers
	http://www.wmcc.edu/sites/default/files/content/documents/strategic-plan-executive-summary.pdf

Date of last review of	
Print Publications	Summer 2018
Digital Publications	

Notes: Updated 8/16/2018 DH

DFF 9.2

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website Location
Institutional catalog	http://www.wmcc.edu/academics/college-catalog
Obligations and responsibilities of the students' and the institution	http://www.wmcc.edu/student-services/student-handbook Pg. 12 – Academic Honesty Pg. 45 – Accident, Injury or Illness Pg. 34 – Affirmative Action Pg. 24 – Alcohol & Drug Policy Pg. 34 – American with Disabilities Act Pg. 38 - Campus Security Policy Pg. 22 – Cancelation of Classes Pg. 45 – Class & Lab Safety Pg. 14 – Computer Use Pg. 23 – Conduct and General Regulations Pg. 23 – Dress Code Pg. 2 – Family Educational Rights & Privacy Act of 1974 Pg. 44 - Hazing Policy Pg. 57 – Judicial Committee Pg. 51 – Judicial Policies and Procedures Pg. 17 – Medical Leave of Absence Pg. 34 – Non-Discrimination Policy Pg. 49 - Sexual and Domestic Violence Pg. 37 – Sexual Harassment/Sexual Discrimination Pg. 51 - Student Code of Conduct Pg. 55 – Student Disciplinary Standards Pg. 25 – Students with Disabilities Pg. 58 - Student Rights
Information on admission and attendance	http://www.wmcc.edu/contact/staff-directories/admissions http://www.wmcc.edu/admissions/policies-and-procedures http://www.wmcc.edu/admissions/how-apply http://www.wmcc.edu/student-services/student-handbook Pg. 14 - Attendance http://www.wmcc.edu/academics/college-catalog Pg. 19 – Academic Policies and Procedures Pg. 9- Admissions Policy for Disabled Students

	Pg. 8 – Admissions Policy for Home Schooler's Pg. 7 Application Procedures Pg. 26 – Attendance Pg. 9 Cost of attendance Pg. 28 Course Registration Pg. 6 Enrollment Pg. 32 Preadmission Recommendations Pg. 9 Readmission to College Pg. 8 Transfer Applicants
Institutional mission and objectives	http://www.wmcc.edu/about-wmcc http://www.wmcc.edu/student-services/student-handbook Pg. 13 Academic Philosophy Pg. 5 – College Mission Pg. 1 – Mission http://www.wmcc.edu/academics/college-catalog Pg. 19 – Academic Philosophy Pg. 5 – College Mission
Expected educational outcomes	http://www.wmcc.edu/academics http://www.wmcc.edu/student-services/student-handbook Pg. 17 – Matriculation http://www.wmcc.edu/academics/college-catalog Pg. 19 – Educated Person Outcomes are listed for each degree and certificate. Example: https://www.wmcc.edu/academics/degree-programs/accounting-degree
Status as public or independent institution; not-for-profit or for-profit; religious affiliation	http://www.wmcc.edu/academics/college-catalog Pg. 6 - Accreditation http://www.wmcc.edu/student-services/student-handbook Pg. 1 – Accreditation
Requirement, procedures and policies re: admissions	http://www.wmcc.edu/contact/staff-directories/admissions http://www.wmcc.edu/admissions/policies-and-procedures http://www.wmcc.edu/admissions/how-apply http://www.wmcc.edu/academics http://www.wmcc.edu/academics/college-catalog Pg. 19 – Academic Policies and Procedures Pg. 9- Admissions Policy for Disabled Students Pg. 8 – Admissions Policy for Home Schooler's

	Pg. 7 Application Procedures Pg. 26 – Attendance Pg. 28 Course Registration Pg. 6 Enrollment Pg. 32 Preadmission Recommendations Pg. 9 Readmission to College Pg. 8 Transfer Applicants
Requirement procedures and policies re: transfer credit	http://www.wmcc.edu/admissions/admissions-policies-and-procedures http://www.wmcc.edu/admissions/nh-transfer-program http://www.wmcc.edu/student-services/transfer-options http://www.wmcc.edu/academics/college-catalog Pg. 16 – College Transfers Pg. 8 – Transfer Applicants Pg. 30- Transfer Credit
A list of institutions with which the institution has an articulation agreement	http://www.wmcc.edu/consumer-information http://www.wmcc.edu/about-wmcc/news-events/dual-admission http://www.wmcc.edu/academics/college-catalog Pg. 32
Student fees, charges and refund policies	http://www.wmcc.edu/admissions/college-expenses Each program includes an estimated cost sheet: http://www.wmcc.edu/admissions/college-expenses/cost-estimates-academic-program http://www.wmcc.edu/student-services/business-office/refunds http://www.wmcc.edu/admissions/financial-aid/faq http://www.wmcc.edu/student-services/business-office http://www.wmcc.edu/sites/default/files/content/documents/TreatmentofTitleIVAidWhenaStudentWithdraws.pdf http://www.wmcc.edu/academics/academic-forms/withdrawal-policy-and-procedures http://www.wmcc.edu/admissions/net-price-calculator http://www.wmcc.edu/academics/college-catalog Pg. 9 – Comprehensive Student Service Fee Pg. 9 Cost of Attendance Pg. 10 – Deferred Payment Plan Pg. 12 - Financial Aid Pg. 16 – Financial Responsibility for Courses Pg. 11 Tuition Refund Policy

	Pg. 9 – Tuition and Fees Pg. 10 – Tuition Payments http://www.wmcc.edu/student-services/student-handbook Pg. 28 – Financial Aid Pg. 20 – Tuition Credit Pg. 20 – Tuition refund policy Pg. 16 – Financial Responsivity for Courses Pg. 21 – Tuition Waiver
Rules and regulations for student conduct	http://www.wmcc.edu/student-services/student-handbook Pg. 23 – Conduct and General Regulations Pg. 51 Student Code of Conduct
Procedures for student appeals and complaints	http://www.wmcc.edu/academics/equity-committee-guidelines http://www.wmcc.edu/student-services/student-handbook Pg. 13 – Appeal of Grade Pg. 23 – Conduct and General Regulations Pg. 15 – Course Failure Pg. 60 – Grievance Procedures Pg. 57 – Judicial Committee Pg. 51 – Judicial Procedures Pg. 52 – Student Code of Conduct Pg. 58 – Student Rights Pg. 55 – Disciplinary Proceedings http://www.wmcc.edu/academics/college-catalog Pg. 25 – Academic Probation Pg. 25 – Academic Suspension Pg. 25 – Appeal of Grade Pg. 24 Incomplete Course Grade
Other information re: attending or withdrawing from the institution	http://www.wmcc.edu/academics/academic-forms/withdrawal-policy-and-procedures http://www.wmcc.edu/student-services/student-handbook Pg. 21 – Withdrawal from College http://www.wmcc.edu/academics/college-catalog Pg. 29 – Withdrawing from the College
Academic programs	http://www.wmcc.edu/academics http://www.wmcc.edu/academics/all-programs http://www.wmcc.edu/academics/college-catalog Pg. 33-72; Pg. 3 – Programs of Study

Courses currently offered	http://www.wmcc.edu/academics/wmcc-fall-2018-online-courses http://www.wmcc.edu/academics/college-catalog Pg. 77 – Course Descriptions
Other available educational opportunities	http://www.wmcc.edu/academics/careers-in-stem-fields http://www.wmcc.edu/academics/academic-success-center http://www.wmcc.edu/academics/running-start-program http://www.wmcc.edu/academics/online-learning http://www.wmcc.edu/academics/academic-advising http://www.wmcc.edu/student-services/honor-society-phi-theta-kappa http://www.wmcc.edu/academics/academic-focus-areas http://www.wmcc.edu/student-services/student-senate http://www.wmcc.edu/academics/college-catalog Pg. 25 - Academic Advising Pg. 16 – Academic Success Center Pg. 29 - Auditing a Course Pg. 31 – CLEP (College Level Exam Program) Pg. 31 - Continuing Education Credits Pg. 30 - Credit Options for Advanced Standing Pg. 31 – DANTES Pg. 21 – Directed Study Pg. 7 - Dual Admission Pg. 9 - Dual Majors Pg. 31 – Experiential Learning Pg. 21 – Independent Study Pg. 10 – New England Regional Student Program Pg. 21 – Online Education Pg. 16 - People in Transition Program Pg. 21 – Residence Credit Pg. 10 – Senior Citizen Tuition Pg. 10 – New England Regional Student Program http://www.wmcc.edu/student-services/student-handbook Pg. 26 – Academic Success Center Pg. 27 Assisting People in Transition Program Pg. 14 – Auditing a Course

	Pg. 30 – Honor Society Pg. 31 – Student Membership on College Committees Pg. 31 – Student Senate
Requirements for degrees and other forms of academic recognition	http://www.wmcc.edu/academics http://www.wmcc.edu/student-services/honor-society-phi-theta-kappa http://www.wmcc.edu/student-services/student-senate http://www.wmcc.edu/student-services/student-handbook Pg. 13 - Academic Honors Pg. 17 – Graduation Requirements Pg. 30 – Honor Society Pg. 17 - Matriculation http://www.wmcc.edu/academics/college-catalog Pg. 23 – Academic Honors/Awards Pg. 19 – Academic Policies & Procedures Pg. 24 - Academic Standing Review Pg. 20 - Associate Degree Requirements Pg. 22 - Graduation Requirements Pg. 8 – Matriculation Pg. 23 – President's Award Pg. 23 – President's/Vice President's Lists
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://www.wmcc.edu/contact/faculty-directory http://www.wmcc.edu/contact/program-coordinators http://www.wmcc.edu/contact/staff-directories http://www.wmcc.edu/academics/college-catalog Pg. 104 – College Directory http://www.wmcc.edu/student-services/student-handbook Pg. 11 – Faculty Advisors Pg. 30 – Faculty Supervisors for Student Events
Names and positions of administrative officers	http://www.wmcc.edu/contact/administration-directory#admin http://www.wmcc.edu/academics/college-catalog Pg. 104 – College Directory http://www.wmcc.edu/student-services/student-handbook Pg. 3 – College Administration
Names, principal affiliations of governing board members	http://www.wmcc.edu/about-wmcc/board-trustees http://www.wmcc.edu/academics/college-catalog Pg. 104 – College Directory
Locations and programs available at	http://www.wmcc.edu/academic-centers

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.wmcc.edu/academics http://www.wmcc.edu/academic-centers/littleton-academic-center http://www.wmcc.edu/CollegeInThe603 http://www.wmcc.edu/academics/wmcc-fall-2018-courses http://www.wmcc.edu/academics/college-catalog Pg. 6 – General Information Pg. 3 – Programs of Study
Programs, courses, services, and personnel not available in any given academic year.	Listed by program. For example: http://www.wmcc.edu/academics/certificate-programs/introduction-industrial-maintenancemillwright

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://www.wmcc.edu/academics/college-catalog, p. 22
Print Publications	College Catalog 2018-19, p. 22
Self-study/Interim Report Page Reference	p. 79

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.wmcc.edu/student-services/transfer-options https://www.wmcc.edu/academics/college-catalog, pp. 8, 30
Print Publications	College Catalog 2018-19, pp. 8, 30
Self-study/Interim Report Page Reference	p. 78

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://www.wmcc.edu/student-services/student-handbook, pp. 61-62
Print Publications	Student Handbook, pp. 61-62
Self-study/Interim Report Page Reference	p. 105

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Secure login to LMS based on verification of confidential student information; instructors learn student's writing and communication style and watch for inconsistency
Self-study/Interim Report Page Reference	p. 84

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

URL	https://www.wmcc.edu/about-wmcc/news-events/public-comments-welcome-0
Print Publications	Week of August 27: Littleton Courier, Berlin Daily Sun, Conway Daily Sun
Self-study Page Reference	p. 12

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

Chief Executive Officer: _____   Date: 8/17/2018

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	. (2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree/certificate?	(3) Who interprets the evidence? What is the process? When and how often does this happen?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review for each program
INSTITUTIONAL LEVEL:	Educated Person Statement: College Catalog and online: http://www.wmcc.edu/sites/default/files/content/documents/2016-2017WMCC-Catalog.pdf Includes 8 sets of competencies: • Human Relationships • Communication Skills • Critical Thinking • Global Perspective • Mathematical Processes • Scientific Processes • Technical Skills • Study Skills	All Associate degree students complete courses designed to provide opportunities to develop one or more of the skills listed in the Educated Person Statement. Evidence of the development of these skills and characteristics comes through course assessments, activities, assignments, practica, internships, clinical experiences, and capstones.	Faculty interpret evidence of learning exhibited in coursework. Interpretations are ongoing and integrated into the various courses at the College.	The 1-credit ACAD105W: Academic Readiness (formerly known as PROF101W: Professional Readiness) was developed based on feedback from faculty and employers as to students skills in communication, general technical skills (e.g., using e-mail), and study skills. It is required in programs that do not otherwise address these issues. This course's impact on student success is closely monitored.	NEASC/ CIHE 5-Year Review Fall, 2013
GENERAL EDUCATION:	Associate degree programs require either specific general education courses or specific distributions of these courses. Requirements are published in the College Catalog and online by program.	Evidence comes through course assessments, activities, assignments, practica, internships, clinical experiences, and capstones.	Both General Education and program faculty interpret evidence of learning exhibited in coursework.	Per the Complete College America 15-to-Finish initiative, the number of General Education credits required for the various degrees was reduced, to fit within a 60-credit requirement for the degree.	PSU review, 2016

ALL ACADEMIC PROGRAMS:	(1) Where are the learning outcomes for this level/program published?	. (2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree/certificate?	(3) Who interprets the evidence? What is the process? When and how often does this happen?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review for each program
1. Accounting, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/AccountingDegProgramOutcomes.pdf	Internship/fieldwork: **Accounting Internship ACCT220**	Faculty Internship Supervisor Program Coordinator **The internship class requires successful completion of 60-hours of work in the accounting field and an evaluation by the student's employer. This review happens every semester.**	The program was redesigned in 2017 to align course curriculum with programs in the USNH system, specifically regarding Intermediate Accounting, which was split into 2 distinct classes IA-1 and IA-2 to allow for more in-depth coverage of accounting topics and to align with our dual enrollment parnters in the USNH system who run IA-1 and IA-2 courses also.	WMCC Academic Program Review May 2015
2. Advanced Welding Technology, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/AdvancedWeldingTechCertOutcomes.pdf	Licensure or industry exam **This program is entirely competency-based.**	Faculty Program Coordinator **We have two CWI's, two journeymen, and two engineers who review the students' work.**	- Removed AWS D17.1 Aerospace Certification since no students are going into this field - Created procedures for each competency for students to follow - Introduced new plasma processes using flush cut and track cutting with machine torch - Changed electrode storage to comply with AWS standards - Utilizing LMS for assignments/quizzes - Beginning introduction of pipe welding in Spring Semester	WMCC Academic Program Review May 2011; Annual Review May 2015

3. Autism Education, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/AutismEducationCertificateProgramOutcomes.pdf	Internship/fieldwork Portfolio review **Students are required to complete a minimum of 10 hours in a practicum for each course in the program.**	Faculty Internship/ Practicum Supervisor Program Coordinator **The practicum is supervised by the Internship/Practicum Supervisor in the field.**	Students are evaluated by Special Education Supervisors in the field. Evidence is collected and reviewed by Advisory board. Changes made include the addition of two upper level EDU courses	Curriculum Committee approved certificate Nov 2013. Now 100% online; not yet reviewed by Alternative Delivery Committee
4.Automotive Service Management, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/AutomotiveServiceMgtDegreeProgramOutcomes.pdf	Licensure or industry exam **National Certification Exam (ASE)**	Faculty Department Head **ASE results are mailed to the Program Coordinator in the spring/summer, reviewed in the fall.**	Replace existing books with book and online access to materials Added BUS116W Business Plan Development.	WMCC Academic Program Review May 2011
5. Automotive Technology, AAS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/AutomotiveTechnologyDegreeProgramOutcomes.pdf	Licensure or industry exam **National Certification Exam (ASE)**	Faculty Department Head **ASE results are mailed to the Program Coordinator in the spring/summer, reviewed in the fall.**	Replace existing books with book and online access to materials Dropped MGT218W Small Business Management	WMCC Academic Program Review May 2011
6. Automotive Technology, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/AutoTechnologyCertificateProgramOutcomes.pdf	Licensure or industry exam **National Certification Exam (ASE)**	Faculty Department Head **ASE results are mailed to the Program Coordinator in the spring/summer, reviewed in the fall.**	Replace existing books with book and online access to materials	WMCC Academic Program Review May 2011

7. Baking & Pastry Arts, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/BakingandPastryArtsDegProgramOutcomes.pdf	Internship/fieldwork Portfolio review Employer surveys **Results of the program's Testing and Practical Exam course, CULA242.**	Faculty Internship/ Practicum Supervisor Program Coordinator Advisory Board **Faculty grade the Exam. Students must pass the testing and practical exam to attain the degree**	Areas where faculty have found weaknesses while assessing the students (e.g., Breadmaking, Chocolates) are stressed more in the future semesters.	WMCC Academic Program Review May 2015
8. Baking & Pastry Arts, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/BakingandPastryArtsCertProgramOutcomes.pdf	Internship/fieldwork Portfolio review Employer surveys **Results of the program's Testing and Practical Exam course, CULA242.**	Faculty Internship/ Practicum Supervisor Program Coordinator Advisory Board **Faculty grade the Exam. Students must pass the testing and practical exam to attain the degree**	Same as degree: see above	WMCC Academic Program Review May 2015
9. Financial Services, Certificate (formerly "Banking/ Finance")	To prepare students for a career in the financial services industry. Specific focus is on banking & finance	We plan to review employer surveys. **Industry-specific program, so student/employee growth and increased value to employer would determine success of program.**	Faculty Program Coordinator Successful completion of all required courses. Reviewed each semester by course instructors and student's advisor.	Program"reset" in 2018' curriculum redesign was based on stated needs of industry partners. Addition of HUMA240W Critical Thunking and MGMT214W Teamwork	New Program; Curriculum Committee approved in Nov 2016; reset approved Nov 2017.

10. Business Administration, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/BusinessAdminDegProgramOutcomes.pdf	Internship/fieldwork **Management Internship MGMT 224**	Internship/ Practicum Supervisor Program Coordinator Internship class requires successful completion of 45-hours of work in the management field and an evaluation by the student's employer. This review happens every semester.	In 2017, added a second track for AS in Business Administration. Students can choose between a Business Admin and Office Management option. Overall degree credits reduced from 68 to 61-63 depending upon option chosen.	WMCC Academic Program Review May 2015
11. Business Administration, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/BusinessAdministrationCertificateProgramOutcomes.pdf	Internship/fieldwork **Management Internship MGMT 224**	Internship/ Practicum Supervisor Program Coordinator Internship class requires successful completion of 45-hours of work in the management field and an evaluation by the student's employer. This review happens every semester.	None	WMCC Academic Program Review May 2015; Program shelved in Nov 2016
12. Career & Technical Education, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/CTECertificateOutcomes.pdf	This certificate program has been constructed according to the competencies required for Ed 610.01 Professional Education and Ed 507.02 Teachers of Career and Technical Education	Program Coordinator	This program is designed to offer students the knowledge and skills required by the New Hampshire Department of Education standards for career and technical educator certification.	WMCC Academic Program Review May 2014
13. Commercial Driver Training, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/CommercialDriverTrainingCertificateProgramOutcomes.pdf	Licensure or industry exam **CDL License**	CDL Testing by the state of NH takes place at WMCC; faculty are informed as to whether students pass. Some student take VT state licensing tests instead.	No changes	New Program for credit: reviewed by Curriculum Committee Jan 2015

14. Criminal Justice/ Homeland Security, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/CriminalJusticeDegreeProgramOutcomes.pdf	Internship/fieldwork **Criminal Justice Internship CRMJ270**	Department Head Program Coordinator Advisory Board	Redesign of curriculum in 2018: added software applications and forensic science courses.	WMCC Academic Program Review May 2013
15. Criminal Justice/ Homeland Security [Professional] Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/CriminalJusticeProfessionalCertificateOutcomes.pdf	Nothing in addition to GPA	Department Head Program Coordinator Advisory Board	See above; the certificate is fully stackable for students going on for the AS degree.	WMCC Academic Program Review May 2013
16. Culinary Arts, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/CulinaryDegProgramOutcomes.pdf	Internship/fieldwork Portfolio review Employer surveys **Senior Practicum CULA228**	Faculty Internship/ Practicum Supervisor Program Coordinator Advisory Board Process: **Pass the senior practicum**	Emphasize areas found to be weak in testing (e.g., International Cuisine, Healthy Cuisine)	WMCC Academic Program Review May 2015
17. Culinary Arts, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/CulinaryCertProgramOutcomes.pdf	Internship/fieldwork Portfolio review Employer surveys **Senior Practicum CULA228**	Faculty Internship/ Practicum Supervisor Program Coordinator Advisory Board Process: **Pass the senior practicum**	Emphasize areas found to be weak in testing (e.g., International Cuisine, Healthy Cuisine)	WMCC Academic Program Review May 2015
18. Diesel Heavy Equipment Technology, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/MobileEquipmentTechnologyDegreeProgramOutcomes.pdf	Internship/fieldwork **Cooperative Education DSL119** completed over the summer between first and second year of the program.	Internship/ Practicum Supervisor communicates back to program faculty and the Program Coordinator.	Changed name to "Diesel" Eliminated Senior Project I & II Eliminated Welding II	WMCC Academic Program Review May 2011
19. Diesel Heavy Equipment Technology, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/MobileEquipmentCertificateOutcomes.pdf	Internship/fieldwork **Cooperative Education DSL119** completed between fall and spring semester (over winter break).	Internship/ Practicum Supervisor communicates back to program faculty and the Program Coordinator.	Eliminated Welding II Increased credit hours in Welding I (now Mobile Equipment Welding)	WMCC Academic Program Review May 2011

20. Driver Education Instructor, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/DriverEducationCertificateProgramOutcomes.pdf	Licensure or industry exam **NH State License**	Testing takes place in Concord; the program is not routinely informed of the outcomes.	New Program; first students Fall 2017	Curriculum Committee approved this program in Nov 2016.
21. Early Childhood Education, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/EarlyChildhoodEducationDegProgramOutcomes.pdf	Internship/fieldwork Portfolio review **NH Early Childhood Teacher, Credential Level 5** **ECE Meets NH Licensing Standards for Lead Teachers**	Faculty Program Coordinator Advisory Board Advisory board meets annually consisting of employers, adjunct and full-time faculty, and licensing specialist to contribute to curriculum and competencies. WMCC Faculty and Field Practicum Supervisor's complete student evaluations.	Additional courses specific in language and literacy, behavior management as a result of a 5 year county wide study focusing on social emotional learning. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, a conceptual framework of evidence-based practices developed by The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and TACSEI.	WMCC Academic Program Review May 2014 Annual Review May 2015
22. Early Childhood Education, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/ECECertificateProgramOutcomes.pdf	**ECE Meets NH Licensing Standards for Lead Teachers**	Advisory board meets annually consisting of employers, adjunct and full-time faculty, and licensing specialist to contribute to curriculum and competencies. WMCC Faculty and Field Practicum Supervisors complete student evaluations.	See above. challengingbehavior.fmhi.usf.edu/do/pyramid_model.html NH Licensing Standards Employment ready: 11 Health and Safety licensing requirements online training included Added specific courses in language and literacy And behavior management.	WMCC Academic Program Review May 2014 Annual Review May 2015

23. Entrepreneurship, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/EntrepreneurshipCertificateProgramOutcomes.pdf	**Entrepreneurship Internship BUS 224**	Internship Supervisor Program Coordinator The internship class requires successful completion of 45-hours of work in the management field and an evaluation by the student's employer. This review happens every semester.	None	WMCC Academic Program Review May 2015
24. Entry Level Child-Care, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/ECEEntryLevelCertificateProgramOutcomes.pdf	**Employment ready: 11 Health and Safety licensing requirements** **Meets NH Licensing Standards for entry level positions. Students are assessed in class and through NH state assessments.**	Advisory board meets annually consisting of employers, adjunct and full-time faculty, and a licensing specialist to contribute to curriculum and competencies. WMCC Faculty and Field Practicum Supervisors complete student evaluations.	NH Licensing Standards Employment ready: 11 Health and Safety licensing requirements online training included	WMCC Academic Program Review May 2014
25. Environmental Science, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/EnvironmentalScienceDegreeProgramOutcomes.pdf	Capstone course **Environmental Project ENVS210: students complete a project that integrates their learning in the program. Professionalism is also assessed in this course.** **Other required courses include fieldwork.**	Faculty Program Coordinator **The Environmental Project is presented via a paper, an oral presentation (open to the campus), and a poster.**	Fall 2013: program was "reset" to enable students to go on the 4-year degrees in the university system.	No formal program review. Reviewed by Curriculum Committee Apr 2013.
26. Health & Wellness Coach, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/HWCoachCertOutcomes.pdf	**None other than GPA**	**N/A**	New program	New program, reviewed by CurrComm in Mar 2014.

27. Health & Wellness Facilitator, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/HWDegreeOutcomes.pdf	Capstone course Internship/fieldwork **Senior Project Phase 1 Internship HLTW205** **Senior Project Phase 2 Internship HLTW210**	Internship/ Practicum Supervisor Department Head Academic Affairs Advisory Board Process:	New Program	New program, reviewed by CurrComm in Mar 2014
28. Health Science, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/HealthScienceDegreeProgramOutcomes.pdf	Transfer **Admission to Nursing school or other healthcare related programs (this program consists primarily of students preparing themselves for the nursing program)**	Faculty Department Head Program Coordinator Through advising and communication between departments, students are assessed. Also, minimum grades of C+ in the Anatomy and Physiology and microbiology lab science courses are required for them to move on; these courses must also have been completed within the past 5 years	Curriculum is assessed annually and changed as needed (most recent changes will come into effect Fall 2018......removed Computer elective, a redundant lab science requirement and professional readiness from the curriculum; this brings the degree credits to 60 total) Textbooks are assessed annually to ensure they are meeting the needs of the students and course outcomes Anatomy and Physiology I students are given an "AP Readiness" assessment at the beginning of the semester to help determine if they will be successful in the course	WMCC Academic Program Review May 2014
29. Human Services, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/HumanServicesDegreeProgramOutcomes.pdf	Internship/fieldwork **Internship in Human Services I HSV216** **Internship in Human Services II HSV 221**	Department Head Program Coordinator Advisory Board **Process: Program coordinator evaluates program, changes, observes adjuncts and consults with Department Chair when needed.**	The requirement of the course HSV115W (Field Experience) was eliminated. The requirement of the course HSV235W (Fundamentals of Neuroscience and Wellness) was added and debuted in Spring semester 2018.	WMCC Academic Program Review May 2013

30. Human Services, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/HumanServicesCertOutcomes.pdf	**None except the GPA**	N/A	The requirement of the course HSV125 (Trauma Counseling and Self Care) was added and debuted in Spring semester 2018.	WMCC Academic Program Review May 2013
31. Industrial Maintenance/ Millwright, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/IndustrialMaintenance_MillwrightCertOutcomes.pdf	Licensure or industry exam **Program is largely competency based and most of the remaining is taught via industry curricula.**	Faculty Program Coordinator **We have two CWI's, two journeymen, and two engineers who review students' work.**	Changes in required courses made in 2018 to make program more distinct from Welding, increasing the value for students (e.g., added Precision Tools, removed GTAW welding lab).	New program approved by CurrComm in 2015
32. Information Technology, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/InformationTechnologyDegreeProgramOutcomes.pdf	Licensure or industry exam **The backbone of the curriculum is the CISCO certification curriculum.**	Faculty **CISCO has a very detailed curriculum and simulation package that also does some evaluation.**	Fall 2018: added an internship; changed mode of delivery from 100% online to hybrid.	WMCC Academic Program Review May 2011
33. Information Technology, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/InformationTechnologyCertOutcomes.pdf	Licensure or industry exam **The backbone of the curriculum is the CISCO certification curriculum.**	Faculty **CISCO has a very detailed curriculum and simulation package that also does some evaluation.**	None	WMCC Academic Program Review May 2011
34. Interdisciplinary Studies, AS (formerly AS in "General Studies")	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/InterdisciplinaryStudiesDegProgramOutcomes.pdf	Varies – this is a highly individualized program. Review of graduate and alumni survey responses	Department Head Program Coordinator Academic Affairs	Program re-named to better communicate its purpose.	WMCC Academic Program Review (as General Studies) May 2014
35. Liberal Arts, AA	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/LiberalArtsDegProgramOutcomes.pdf	Transfer to baccalaureate program: **Review of National Student Clearinghouse records for transfer outcomes**	Department Head Program Coordinator Academic Affairs	Required credits reduced to 60. Developing course equivalencies for transfer with USNH.	WMCC Academic Program Review May 2014

36. Library Technology, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/LibraryTechnologyCertificateProgramOutcomes.pdf	None aside from GPA	Program coordinator	None - New Program	Curriculum Committee approved in Jan 2015.
37. Massage Therapy, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/MassageTherapyCertProgramOutcomes.pdf	Licensure or industry exam New Hampshire requires a minimum of **750 hours** of Massage Therapy curriculum, a current Adult CPR / First Aid certification, and proof of passing the state licensing exam, the MBLEx before your NH state massage license can be issued. The MBLEx is regulated by the Federation of State Massage Therapy Boards.	Department Head, Program Coordinator, Adjunct Faculty, and Advisory Board Instructors are primarily responsible for recording successful completion of each course. Documentation is recorded to provide proof of clinical hours and maintained by the internship adjunct instructor. The state (DHHS) interprets this evidence at time of application for state licensure. Results of state licensing are followed informally by the program coordinator. Advisory board meets a minimum of once/year.	Redesign of curriculum 2017; split internship into 2 courses to facilitate student completion	WMCC Academic Program Review May 2013
38. Medical Assistant, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/MedicalAssistantDegreeProgramOutcomes.pdf	Licensure or industry exam **AAMA-CMA**	Advisory board, including Faculty, Internship/ Practicum Supervisor, Department Head, and Program Coordinator **Advisory board discusses needs and changes to the curriculum.**	MAERB (Medical Assisting Educational Review Board) Criteria changed in 2015; Clinical 3 was added on to the curriculum to cover the added competencies	WMCC Academic Program Review May 2013

39. Medical Assistant, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/MedicalAssistantCertProgramOutcomes.pdf	Licensure or industry exam **AAMA-CMA**	Advisory board, including Faculty, Internship/ Practicum Supervisor, Department Head, and Program Coordinator **discusses needs and changes to the curriculum.**	MAERB (Medical Assisting Educational Review Board) Criteria changed in 2015; Clinical 3 was added on to the curriculum to cover the added competencies	WMCC Academic Program Review May 2013
40. Medical Coding, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/MedicalCodingCertificateProgramOutcomes.pdf	**None except GPA. Students may sit for the CPC (Certified Professional Coder) exam.**	**N/A** *CPC scores go to students only, not to program.*	Added Pharmacology course in response to industry needs	Annual review
41. New Business Economy, AS	Outcomes not posted			New Program	Curriculum Committee approved Mar 2016.
42. Nursing, AS	http://www.wmcc.edu/academics/program-home-pages/nursing-home-page and in the College Catalog	• **Content Mastery Assessments** • **RN Comprehensive Predictor** • **Clinical Evaluation Tool** • **NHBON Annual Program Report** • **NCLEX-RN Licensure** • **Graduate Surveys** • **Employer Surveys**	Department Chair Faculty Advisory Committee NH Board of Nursing Accrediting Body: ACEN **Systematic Plan of Evaluation**	Program completely revised with the teach-out occurring over the 2013-2014 academic year. New curriculum reviewed by Curriculum Committee in Jan 2015; implemented fall 2015 with first cohort completion May 2017.	Evaluation is ongoing process using SPE. Pursuing ACEN accredit-ation. NHBON next review due Fall 2018.
43. Office Management Medical, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/OfficeManagementDegreeProgramOutcomes.pdf	Internship/fieldwork **Internship Seminar OTM213**	Department Chair removed redundancy for the CCA 15-to-Finish requirements; credits reduced to 60	Administrative concentration has moved as an option in to the Business Administration Major to reduce redundancy. Medical Office has remained the same.	WMCC Academic Program Review May 2013

44. Patient Care Specialist	Outcomes not posted	TBD	TBD	New Program; fist students slated to begin in Fall 2018	New Program: Curriculum Committee Review 2017
45. Pipe Welding, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/PipeWeldingCertificateOutcomes.pdf	Licensure or industry exam **Program is entirely competency based.**	Faculty Program Coordinator **We have two CWIs, two journeymen, and two engineers who review student work.**	**The welding curriculum is adjusted every year in response to Advisory Board feedback and student test results.**	WMCC Academic Program Review May 2011; Annual Review May 2015
46. Resort & Recreation Management, AS	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/Resort%26RecreationMgtDegreeProgramOutcomes.pdf	Internship/fieldwork in several required courses: **RRM206, 209, 212, 215, 218, 221**	Program Coordinator	New Program	New Program: Curriculum Committee Review
47. Special Education, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/SpecialEducationCertificateProgramOutcomes.pdf	Internship/fieldwork Portfolio review Employer surveys Transfer **The classes are 'stackable' with the Teacher Ed AA degree.** **The Portfolio Review is combined with the AA degree and not in isolation for the Certificate.**	Faculty Internship/ Practicum Supervisor Program Coordinator **Students complete a minimum of 10 practicum hours for each course; hours supervised by the Internship/Practicum Supervisor in the field.**	**Updated Certificate articulates with the ECE AS degree and certificate at WMCC.** **Courses are now 'stacked' with the Teacher Ed AA degree and Early Childhood AS degree**. Upper level EDU and ECE added 2015 as a result of Advisory Board and the Coos County Early Learning Initiative 2015.	WMCC Academic Program Review May 2014

48. Teacher Education, AA	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/TeacherEducationDegProgramOutcomes.pdf	Internship/fieldwork Portfolio review Employer surveys Transfer **This degree requires a Final Capstone Portfolio.** *(is this in the context of a course?)* **It is also the central part of a 2 (high school) + 2 (WMCC AA) + 2 (PSU NCTCP) pathway.**	Faculty Internship/ Practicum Supervisor Program Coordinator Advisory Board WMCC Faculty and Field Practicum Supervisor's complete student evaluations. The Advisory Board is Community (public school K-12) Voice.	**Updated ECE Certificate articulates with Teacher Ed. AA**	WMCC Academic Program Review May 2014
49. Trades Management, AS	Outcomes not posted	TBD	Program Coordinator	New Program	Approved by CurrCom in Nov 2016
50. Veterinary Assistant Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/VeterinaryAssistantCertificateProgramOutcomes.pdf	**Demonstration of a set of "essential skills" as outlined by NAVTA (the North American Veterinary Technician Assoc). "Internship" requirement of a minimum of 150 hours of work at a veterinary hospital; performance will be assessed by the supervisor and by a seminar co-requisite course. Graduates can sit for the NAVTA "Approved Veterinary Assistant Examination"**	Faculty Internship supervisor Program coordinator Each student will have a list of essential skills they must demonstrate by the end of the program; assessed by the above individuals Passing the NAVTA Approved Veterinary Assistant Exam	New Program, began Fall 2018	Approved by Curriculum Committee Dec 2017; approved by NEASC Feb 2018
51. Water Quality Technology, Certificate	http://www.wmcc.edu/sites/default/files/content/documents/programoutcomes/WaterQualityTechnologyCertProgramOutcomes.pdf	**None except GPA**	Faculty **Online Curriculum**	None	WMCC Academic Program Review May 2011

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
New Hampshire Board of Nursing (NHBON) is the regulatory agent and possesses the authority to initially approve and continue approval for nursing programs.	12/2014	Program was placed on conditional approval May 2013 due to sub-par NCLEX-RN licensure pass rates. Full approval was granted in 12/12014 due to programs ability to improve NCELX-RN pass rates. The program was instructed to seek program accreditation.	NCLEX-RN pass rates	Fall 2018
Candidacy with the Accreditation Commission for Education in Nursing (ACEN)		Candidacy status received June 13, 2017. Candidacy is an 18-24 month process. Program anticipates full accreditation by early 2019.	NCLEX-RN pass rates Program completion rates Program satisfaction rates Graduate employment rates	Fall 2018
Associated Equipment Distributors (AED)	Fall 2012	Newer equipment More hands-on transmission	Two full-time faculty in Diesel Heavy Equipment Technology program	Fall 2018 Reaccreditation
National Automotive Technician Education Foundation (NATEF)	December 2014	• Advisory Committee minutes • 20 hours of training per instructor • ASE (Automotive Service Excellence) Certifications for Automotive program instructors	Instructors must have ASE G1 + L1 plus Master Certification	Fall 2017 Reaccreditation
Medical Assistant	October 2009	None	Retention Placement Grad Satisfaction Rate Employer Satisfaction Rate Exam Participation Rate Exam Pass Rate	Site visit completed Spring 2018; findings are pending.

(A Component Unit of the State of New Hampshire)

COMPREHENSIVE ANNUAL FINANCIAL REPORT

June 30, 2017 and 2016

With Independent Auditor's Report

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

Reports on Audits of Financial Statements and Supplementary Information

June 30, 2017 and 2016

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Community College System of New Hampshire
  (A Component Unit of the State of New Hampshire)

We have audited the accompanying financial statements of the business-type activities and the discretely-presented component unit of the Community College System of New Hampshire (a Component Unit of the State of New Hampshire) (CCSNH) as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the discretely-presented component unit. Those statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely-presented component unit, is based solely on the report of the other auditor. We conducted our audits in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Board of Trustees
Community College System of New Hampshire
  (A Component Unit of the State of New Hampshire)

Opinions

In our opinion, based on our audit and the reports of the other auditor, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely-presented component unit of CCSNH as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended, in accordance with U.S. generally accepted accounting principles.

Emphasis of Matter

As described in Note 10, the financial statements of CCSNH as of June 30, 2016 and 2015 have been restated to present investments and related activity previously presented under the discretely-presented component unit. Our opinion is not modified with respect to this matter.

Other Matter

U.S. generally accepted accounting principles require that Management's Discussion and Analysis on pages 3 through 12 and the required supplementary information on pages 40 and 41 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information, in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Berry Dunn McNeil & Parker, LLC

Bangor, Maine
November 28, 2017

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

INTRODUCTION

The following Management's Discussion and Analysis (MD&A) includes an analysis of the financial position and operations of the Community College System of New Hampshire (CCSNH) for the fiscal years ended June 30, 2017, 2016 and 2015. This discussion is provided by the management of CCSNH and should be read in conjunction with the financial statements and notes.

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

CCSNH is a state-wide system of seven independently accredited institutions including White Mountains Community College, Lakes Region Community College, River Valley Community College, NHTI – Concord's Community College, Manchester Community College, Nashua Community College, and Great Bay Community College, as well as five academic centers in Keene, Littleton, Rochester, North Conway and Lebanon, New Hampshire.

It includes the Community Colleges of New Hampshire Foundation (the Foundation) as a discretely-presented, non-major component unit.

CCSNH offers associate degrees, certificates, workforce training, and transfer pathways to over 27,000 students.

The Foundation is a separate legal entity established as a 501(c)(3) corporation. The Foundation's mission is to provide greater access to educational opportunities through financial assistance for student scholarships, program development, and enhancements to college facilities. These assets and all activity of the Foundation are included in the financial statements of CCSNH as a discretely-presented component unit. The MD&A includes information only for CCSNH, not its component unit. Complete financial statements of the Foundation can be obtained from CCSNH's system office.

FINANCIAL STATEMENTS

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

PRIOR PERIOD ADJUSTMENT

The 2016 financial statements have been restated to present investments and related activity previously presented under the discretely-presented component unit. The restatement resulted in an increase to net position of $12,199,217 as of June 30, 2016. Investment income and contributions for 2016 were also reclassified from the Foundation to CCSNH in the statement of revenues, expenses and changes in net position resulting in an increase in the change in net position for CCSNH of $984,674 and a decrease in the change in net assets for the Foundation of the same amount.

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

STATEMENTS OF NET POSITION

The statements of net position show the financial position of CCSNH at the end of each fiscal year and includes all assets and liabilities. The total net position is the difference between the assets, liabilities, and deferred inflows and outflows. Over time, an increase in net position is one indicator of an institution's financial health. Factors contributing to the financial health reported on the statement of net position include the value of depreciated buildings, equipment, and cash and cash equivalents, and current balances of related debt obligations and accrued liabilities. The condensed statements of net position for the past three years are shown below:

	June 30,		
	2017	2016 (Restated)	2015
Assets			
Current	$ 22,580,348	$ 21,086,491	$ 20,440,581
Net capital	119,330,044	121,715,102	119,985,543
Other noncurrent assets	18,124,201	15,640,572	15,209,260
Total assets	160,034,593	158,442,165	155,635,384
Deferred outflows of resources	20,060,746	6,992,021	7,648,806
Liabilities			
Current	11,968,455	11,936,559	13,094,321
Noncurrent	95,421,210	85,397,470	83,532,285
Total liabilities	107,389,665	97,334,029	96,626,606
Deferred inflows of resources	7,609,348	4,396,230	7,966,777
Net position			
Invested in capital assets, net of related debt	97,239,205	102,031,934	99,906,311
Restricted nonexpendable	12,873,853	11,519,279	10,434,572
Restricted expendable	4,041,565	4,147,691	4,588,332
Unrestricted	(49,058,297)	(53,994,977)	(56,238,408)
Total net position	$ 65,096,326	$ 63,703,927	$ 58,690,807

The major components of assets are cash and cash equivalents, investments, and net property and equipment. In 2017, overall assets increased by $1,592,428 due to an increase in the amount due from the State of New Hampshire for capital appropriations, a strong market performance in the investments, net of depreciation on capital assets in excess of additions to those capital assets. In 2016, overall assets increased by $2,806,781 driven by an increase in net property and equipment.

The major components of liabilities are accounts payable and accrued expenses, accrued salaries and benefits, deferred revenue, bonds payable and notes payable. In 2017, the overall liabilities increased by $10,055,636 related primarily to the current year activity associated with the net pension liability. In 2016, liabilities increased by $707,423 due to the net pension liability recorded in connection with the adoption of the new accounting standard during the year.

The change in deferred outflows of resources and the deferred inflows of resources is due primarily to changes in assumptions and other factors regarding the pension plan.

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

Statements of Net Position

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
Assets								
Current assets								
Cash and cash equivalents	$ 9,955,625	$ 2,450,863	$ (3,440,818)	$ 7,328,931	$ (3,895,370)	$ (1,705,135)	$ 936,340	$ 8,280,814
Other current assets	1,147,151	189,507	80,055	295,577	462,402	85,056	40,558	(6,004)
Current portion of notes receivable	133,268	9,462	8,929	39,954	10,541	26,147	19,444	18,791
Grants and contracts receivable	697,948	48,931	84,990	165,514	55,332	134,943	75,775	132,463
Operating investments	8,650,231	614,166	579,565	2,593,339	684,234	1,697,175	1,262,069	1,219,683
Due from state of NH for capital appropriations	1,996,125	79,619	105,406	199,580	69,454	1,237,806	216,028	88,232
Total current assets	22,580,348	3,392,548	(2,581,873)	10,622,895	(2,613,407)	1,475,992	2,550,214	9,733,979
Non-current assets								
Student loans receivable, net	546,375	37,128	53,580	192,025	25,063	116,822	91,230	30,527
Note receivable, net	1,623,514	115,269	108,775	486,730	128,420	318,534	236,871	228,915
Investments	15,954,312	1,132,756	1,068,939	4,783,103	1,261,986	3,130,236	2,327,734	2,249,558
Capital assets, net	119,330,044	4,795,126	10,302,521	24,100,168	15,767,341	27,034,035	19,031,382	18,299,471
Total noncurrent assets	137,454,245	6,080,279	11,533,815	29,562,026	17,182,810	30,599,627	21,687,217	20,808,471
Total assets	160,034,593	9,472,827	8,951,942	40,184,921	14,569,403	32,075,619	24,237,431	30,542,450
Deferred outflows of resources - pension	20,060,746	1,424,313	1,344,070	6,014,212	1,586,805	3,935,918	2,926,863	2,828,565

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Statements of Net Position (Continued)

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
Liabilities								
Current liabilities								
Accounts payable and accrued expenses	1,193,203	59,603	66,523	233,100	106,683	368,075	145,428	213,791
Accounts payable for capital assets	670,933	34,112	-	-	-	627,481	9,340	-
Accrued salaries and benefits	6,490,908	484,982	437,322	2,086,965	499,174	1,223,984	859,204	899,277
Deferred revenue and deposits	1,376,151	190,002	81,862	404,523	131,624	218,453	161,470	188,217
Current portion of bonds payable	2,122,925	72,128	-	459,540	-	427,859	492,944	670,454
Current portion of other long-term liabilities	114,335	-	19,384	-	73,032	-	-	21,919
Total current liabilities	11,968,455	840,827	605,091	3,184,128	810,513	2,865,852	1,668,386	1,993,658
Non-current liabilities								
Due to state of New Hampshire	6,438	-	-	-	-	6,438	-	-
Accrued salaries and benefits	3,882,090	291,265	237,595	1,416,722	428,421	611,464	408,899	487,724
Refundable advances	554,950	18,385	59,773	205,116	39,357	155,994	69,797	6,528
Net pension liability	72,213,216	5,127,142	4,838,285	21,649,522	5,712,065	14,168,233	10,535,906	10,182,063
Bonds payable	17,053,847	558,295	-	2,702,127	-	4,312,426	2,480,619	7,000,380
Other long-term liabilities	1,710,669	-	1,546,851	-	158,099	-	-	5,719
Total noncurrent liabilities	95,421,210	5,995,087	6,682,504	25,973,487	6,337,942	19,254,555	13,495,221	17,682,414
Total liabilities	107,389,665	6,835,914	7,287,595	29,157,615	7,148,455	22,120,407	15,163,607	19,676,072
Deferred inflows of resources								
Pension	7,191,217	510,576	481,812	2,155,927	568,825	1,410,917	1,049,198	1,013,962
Deferred gain from advance refunding of bonds	418,131	13,782	-	193,550	-	6,064	203,596	1,139
Total deferred inflows of resources	7,609,348	524,358	481,812	2,349,477	568,825	1,416,981	1,252,794	1,015,101
Net position								
Invested in capital assets net of related debt	97,239,205	4,117,034	8,737,022	20,743,122	15,536,565	21,660,845	15,844,789	10,599,828
Restricted nonexpendable	12,873,853	913,055	875,521	3,855,413	1,017,222	2,523,122	1,876,267	1,813,253
Restricted expendable	4,041,565	286,951	270,785	1,211,661	319,688	792,955	589,664	569,861
Unrestricted	(49,058,297)	(1,780,172)	(7,356,723)	(11,118,155)	(8,434,547)	(12,502,773)	(7,562,827)	(303,100)
Total net position	$ 65,096,326	$ 3,536,868	$ 2,526,605	$ 14,692,041	$ 8,438,928	$ 12,474,149	$ 10,747,893	$ 12,679,842

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

This statement reports total operating revenues, operating expenses, nonoperating revenue and expenses, and the increase in net position for the fiscal years ended June 30, 2017, 2016 and 2015, summarized as follows:

| | **Years Ended June 30,** | | |
	2017	2016 (Restated)	2015
Operating revenues			
Net tuition and fees	$ **47,931,119**	$ 47,074,334	$ 49,467,599
Other revenue	**29,093,622**	33,721,163	36,312,990
Total operating revenue	**77,024,741**	80,795,497	85,780,589
Operating expenses			
Employee compensation and benefits	**93,526,097**	91,802,705	96,949,756
Other operating expenses	**34,501,951**	35,486,621	34,236,792
Total operating expenses	**128,028,048**	127,289,326	131,186,548
Operating loss	**(51,003,307)**	(46,493,829)	(45,405,959)
Nonoperating revenues (expenses) and other changes			
State appropriations - operating	**43,775,000**	42,500,000	42,155,000
State appropriations - capital	**5,421,823**	7,727,797	3,086,781
Capital grants and contracts	**661,185**	1,506,179	209,164
Write-down of note receivable	**-**	(398,310)	-
Loss on sale of capital assets	**-**	-	(2,174,382)
Investment return used for operations	**616,433**	481,301	(64,379)
Investment return net of amount used for operations	**1,384,227**	(848,639)	-
Nonexpendable contributions	**1,385,195**	1,425,313	-
Other nonoperating expenses	**(848,157)**	(886,692)	(939,582)
Nonoperating revenues and other changes, net	**52,395,706**	51,506,949	42,272,602
Increase (decrease) in net position	**1,392,399**	5,013,120	(3,133,357)
Net position, beginning of year	**63,703,927**	58,690,807	61,824,164
Net position, end of year	$ **65,096,326**	$ 63,703,927	$ 58,690,807

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

Statements of Revenues, Expenses and Changes in Net Position

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
Operating revenues								
Net tuition and fees	$ 67,178,863	$ 4,798,136	$ 4,097,027	$ 20,133,837	$ 5,108,709	$ 12,286,910	$ 9,519,910	$ 11,234,334
Less scholarships	(19,247,744)	(1,459,460)	(1,389,705)	(5,636,430)	(1,508,776)	(3,609,917)	(2,911,511)	(2,731,945)
Net tuition and fees	47,931,119	3,338,676	2,707,322	14,497,407	3,599,933	8,676,993	6,608,399	8,502,389
Grants and contracts	21,345,849	1,463,896	2,567,879	6,018,922	1,411,589	3,957,798	3,147,272	2,778,493
Other auxiliary enterprises	3,578,354	92,351	-	2,736,819	591,217 $	-	157,967	-
Other operating revenue	4,169,419	469,464	270,454	1,609,451	706,767	425,519	373,564	314,200
Total operating revenue	77,024,741	5,364,387	5,545,655	24,862,599	6,309,506	13,060,310	10,287,202	11,595,082
Operating expenses								
Employee compensation and benefits	93,526,097	7,844,950	8,262,261	28,046,896	8,551,959	15,848,582	12,317,624	12,653,825
Other operating expenses	23,219,908	1,519,202	2,596,274	5,593,844	1,970,974	5,084,349	2,915,887	3,539,378
Utilities	2,898,154	151,501	198,788	764,633	409,811	500,306	437,559	435,556
Depreciation	8,383,889	595,256	561,721	2,513,490	663,166	1,644,919	1,223,209	1,182,128
Total operating expenses	128,028,048	10,110,909	11,619,044	36,918,863	11,595,910	23,078,156	16,894,279	17,810,887
Operating loss	(51,003,307)	(4,746,522)	(6,073,389)	(12,056,264)	(5,286,404)	(10,017,846)	(6,607,077)	(6,215,805)

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

Statements of Revenues, Expenses and Changes in Net Position (Unaudited)

	Consolidated	WMCC	RVCC	NHTI	LRCC	MCC	NCC	GBCC
Nonoperating revenues (expenses) and other changes								
State appropriations - operating	43,775,000	4,771,912	5,152,158	11,653,557	5,078,845	6,482,630	5,346,637	5,289,261
Investment return used for operations	616,433	43,766	41,301	184,807	48,760	120,944	89,938	86,917
Investment return excluding amount used for operations	1,384,227	98,281	92,743	414,991	109,492	271,585	201,959	195,176
Interest expense on capital debt	(848,157)	(27,797)	(57,145)	(124,106)	(19,625)	(203,369)	(124,662)	(291,453)
Nonoperating revenues, net	44,927,503	4,886,162	5,229,057	12,129,249	5,217,472	6,671,790	5,513,872	5,279,901
Income (loss) before other changes in net position	(6,075,804)	139,640	(844,332)	72,985	(68,932)	(3,346,056)	(1,093,205)	(935,904)
Other changes in net position								
State appropriations - capital	5,421,823	116,394	442,225	540,731	135,354	3,617,752	469,063	100,304
Capital grants and contracts	661,185	46,945	44,299	198,223	52,300	129,724	96,467	93,227
Non-expendable contributions	1,385,195	98,350	92,808	415,281	109,569	271,775	202,100	195,312
Total other changes in net position	7,468,203	261,689	579,332	1,154,235	297,223	4,019,251	767,630	388,843
Increase (decrease) in net position	1,392,399	401,329	(265,000)	1,227,220	228,291	673,195	(325,575)	(547,061)
Net position beginning of year	63,703,927	3,135,544	2,791,605	13,464,821	8,210,636	11,800,955	11,073,463	13,226,903
Net position end of year	$ 65,096,326	$ 3,536,873	$ 2,526,605	$ 14,692,041	$ 8,438,927	$ 12,474,150	$ 10,747,888	$ 12,679,842

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

The largest component of CCSNH's revenues is tuition and fees, which has continued to decrease on a gross basis in 2017, 2016, and 2015 due to overall decreased enrollment and a change in the mix of tuition credits from higher rate credits to lower rate credits. CCSNH, along with community colleges nationwide, generally operates counter-cyclically to the economy as a whole. With improving economic conditions over the past 6 years, there is less desire on the part of individuals to further their education. Other revenue includes grants and contracts and other auxiliary enterprises. Driven by grant activity, other revenue decreased in 2017 by $4,627,541 and decreased by $2,591,827 in 2016. Specifically, the U.S. Department of Labor H-1B Job Training Grant and U.S. Department of Labor Trade Adjustment Act – Community College Career and Training programs were in their final years at the campuses for 2016 and 2017. Overall, total operating revenue was down in 2017 by $3,770,756 and down in 2016 by $4,985,092.

Like many institutions of higher education, CCSNH is a labor-intensive organization, and operating expenses are primarily composed of employee compensation and benefits. These expenses were up in 2017 by $1,723,392 due to an increase in the pension expense of $2,717,000, netted against salary reductions primarily related to decreases in the workforce due to a decrease in grant funded programs and lower credits sold. Employee compensation and benefits decreased in 2016 by $5,147,051 due to decreases in the workforce in relation to lower credits sold and the decrease in grant-funded positions.

Other operating expenses decreased by $984,670 in 2017, primarily due to nonrecurring costs in 2016 related to software implementation and less maintenance fees. Other operating expenses increased by $1,249,829 in 2016 due to increases in small equipment spending, off-site rental facilities for student housing at Lakes Region Community College, and software license and maintenance fees.

Nonoperating revenues and other changes in net position increased by $888,757 in 2017 driven by strong market performance in the current year, which offset some decreased revenue in capital appropriations. In 2016 nonoperating revenues increased $9,234,347 due to an increase in capital expenditures paid by the State of New Hampshire, nonexpendable contributions and an increase in the capital grant revenue, as well as a nonrecurring loss in 2015 on sale of capital assets of $2,174,382. In addition, CCSNH recorded an allowance for loan losses on its note receivable of approximately $398,000 during the year ended June 30, 2016.

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

STATEMENTS OF CASH FLOWS

The statements of cash flows summarize transactions involving cash and cash equivalents during each fiscal year. The statements provide an additional tool to assess the financial health of the institution and its ability to generate future cash flows to meet its obligations.

	Years Ended June 30,		
	2017	2016	2015
Net cash used - operating activities	**$ (39,829,026)**	$ (38,342,641)	$ (41,031,313)
Net cash provided - noncapital financing activities	**45,160,195**	43,925,313	42,155,000
Net cash used - capital and related financing activities	**(3,734,746)**	(731,827)	(6,619,158)
Net cash provided (used) - investing activities	**(872,188)**	125,173	33,273
Net (decrease) increase in cash and cash equivalents	**724,235**	4,976,018	(5,462,198)
Cash and cash equivalents, beginning of year	**9,231,390**	4,255,372	9,717,570
Cash and cash equivalents, end of year	**$ 9,955,625**	$ 9,231,390	$ 4,255,372

CCSNH maintains the cash position necessary to meet its obligations. The amount of cash on-hand fluctuates during the year due to the timing of tuition receipts and federal financial aid payments.

Cash and cash equivalents increased by $724,235 during 2017 primarily due to an increase in the appropriations from the State of New Hampshire.

Cash and cash equivalents increased by $4,976,018 during 2016 due to lower compensation and benefit expenses netted with a decrease of tuition and fees and grant revenue. In addition, net cash used by capital and related financing activities decreased as more projects, including the student center at GBCC and the automotive building at LRCC, were funded through State capital appropriations.

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

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

CAPITAL ASSETS AND DEBT

CCSNH receives significant funding as part of the State's capital budget. The funding has allowed for construction and renovation at all seven campuses over the past three years. These projects included major construction at River Valley Community College (Claremont renovations and additional Lebanon campus), Manchester Community College (student center and electrical building), Great Bay Community College (student center) and Lakes Region Community College (automotive building and health and science building). During the years ended June 30, 2017, 2016 and 2015, CCSNH paid $5,622,915, $10,521,993 and $10,077,294 for capital asset additions, respectively.

Most of CCSNH's construction projects are paid for by the State through its capital budget. However, certain projects (i.e., dorms, student centers, etc.), while financed by the State through the capital budget, are paid for by CCSNH. Fees collected from students are used to pay the principal and interest on the bonds used to fund these projects. Other projects are financed through outside sources of funding, including federal loans.

During the year ended June 30, 2017, $940,454 of CCSNH's bonds payable were advance refunded through the issuance of new general obligation refunding bonds with an original principal amount of $4,936,671.

During the year ended June 30, 2015, $3,285,882 of CCSNH's bonds payable were advance refunded through the issuance of new general obligation refunding bonds with an original principal amount of $2,762,813 resulting in a gain from advance refunding of $523,069. The gain from advance refunding has been recorded as a deferred inflow of resources and will be amortized as a component of interest expense over the life of the new bond using the interest method.

ECONOMIC OUTLOOK

After many of years of enrollment growth during the recession, CCSNH's credits sold remain below the 2011 peak as the economy and employment improve. Simultaneously, CCSNH continues to look for new markets for enrollment growth that align with the economic needs of New Hampshire's industries.

CCSNH is working to realign its organizational structure and operating expense base to meet new forecasts for revenue growth.

Over the past few years, CCSNH's non-student financial aid federal grant activity has increased significantly. Fiscal 2015 marked the end of the $19.9 million U.S. Department of Labor Trade Adjustment Act – Community College Career and Training (TAACCCT) program grant, with smaller TAACCCT grant awards continuing over the next few years.

In 2015, CCSNH received a slightly higher appropriation from the State of New Hampshire to support a reduction in tuition to $200 per credit from $210 per credit. The CCSNH Board of Trustees froze tuition at $200 per credit hour for the 2016-2017 academic year. The CCSNH Board of Trustees voted to increase tuition from $200 per credit to $210 per credit for the 2017-2018 academic year.

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

Statements of Net Position

June 30, 2017 and 2016

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2017	Restated 2016	**2017**	Restated 2016
Assets				
Current assets				
Cash and cash equivalents	$ **9,955,625**	$ 9,231,390	$ **139,716**	$ 1,009,299
Other current assets	**1,147,151**	1,164,170	**50,113**	3,774
Current portion of note receivable	**133,268**	121,401	**-**	-
Grants and contracts receivable	**697,948**	1,242,889	**-**	-
Operating investments	**8,650,231**	8,547,806	**-**	-
Due from State of New Hampshire for capital appropriations	**1,996,125**	778,835	**-**	-
Total current assets	**22,580,348**	21,086,491	**189,829**	1,013,073
Noncurrent assets				
Student loans receivable, net	**546,375**	611,488	**-**	-
Note receivable, net	**1,623,514**	1,845,195	**-**	-
Investments	**15,954,312**	13,183,889	**3,732,741**	15,616,385
Capital assets, net	**119,330,044**	121,715,102	**-**	-
Total noncurrent assets	**137,454,245**	137,355,674	**3,732,741**	15,616,385
Total assets	**160,034,593**	158,442,165	**3,922,570**	16,629,458
Deferred outflows of resources - pension	**20,060,746**	6,992,021	**-**	-
Liabilities				
Current liabilities				
Accounts payable and accrued expenses	**1,193,203**	1,384,418	**-**	4,456
Accounts payable for capital assets	**670,933**	295,017	**-**	-
Accrued salaries and benefits	**6,490,908**	6,319,976	**-**	-
Unearned revenue and deposits	**1,376,151**	1,095,423	**-**	-
Current portion of bonds payable	**2,122,925**	1,818,111	**-**	-
Current portion of other long-term liabilities	**114,335**	1,023,614	**-**	13,183,889
Total current liabilities	**11,968,455**	11,936,559	**-**	13,188,345
Noncurrent liabilities				
Due to the State of New Hampshire	**6,438**	3,339,502	**-**	-
Accrued salaries and benefits	**3,882,090**	4,032,303	**-**	-
Refundable advances	**554,950**	684,253	**-**	-
Net pension liability	**72,213,216**	60,334,154	**-**	-
Bonds payable	**17,053,847**	15,180,554	**-**	-
Other long-term liabilities	**1,710,669**	1,826,704	**-**	-
Total noncurrent liabilities	**95,421,210**	85,397,470	**-**	-
Total liabilities	**107,389,665**	97,334,029	**-**	13,188,345
Deferred inflows of resources				
Pension	**7,191,217**	3,940,397	**-**	-
Deferred gain from advance refunding of bonds	**418,131**	455,833	**-**	-
Total deferred inflows of resources	**7,609,348**	4,396,230	**-**	-
Net position, as restated				
Invested in capital assets, net of related debt	**97,239,205**	102,031,934	**-**	-
Restricted nonexpendable	**12,873,853**	11,519,279	**1,545,356**	1,498,475
Restricted expendable	**4,041,565**	4,147,691	**1,985,184**	1,553,223
Unrestricted	**(49,058,297)**	(53,994,977)	**392,030**	389,415
Total net position	$ **65,096,326**	$ 63,703,927	$ **3,922,570**	$ 3,441,113

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

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

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2017 and 2016

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2017	Restated 2016	**2017**	Restated 2016
Operating revenues				
Tuition and fees	**$ 67,178,863**	$ 68,943,700	**$ -**	$ -
Less scholarships	**(19,247,744)**	(21,869,366)	**-**	-
Net tuition and fees	**47,931,119**	47,074,334	**-**	-
Grants and contracts	**21,345,849**	26,451,403	**-**	-
Contributions	**-**	-	**608,595**	1,171,705
Other auxiliary enterprises	**3,578,354**	3,155,812	**-**	-
Other operating revenue	**4,169,419**	4,113,948	**-**	-
Total operating revenues	**77,024,741**	80,795,497	**608,595**	1,171,705
Operating expenses				
Employee compensation and benefits	**93,526,097**	91,802,705	**-**	-
Other operating expenses	**23,219,908**	24,414,546	**710,711**	792,875
Utilities	**2,898,154**	2,889,918	**-**	-
Depreciation	**8,383,889**	8,182,157	**-**	-
Total operating expenses	**128,028,048**	127,289,326	**710,711**	792,875
Operating (loss) income	**(51,003,307)**	(46,493,829)	**(102,116)**	378,830
Nonoperating revenues (expenses)				
State of New Hampshire appropriations	**43,775,000**	42,500,000	**-**	-
Write-down of note receivable	**-**	(398,310)	**-**	-
Contributions for long-term purposes	**-**	-	**46,881**	28,476
Investment return used for operations	**616,433**	481,301	**121,241**	69,233
Investment return excluding amount used for operations	**1,384,227**	(848,639)	**415,451**	-
Interest expense on capital debt	**(848,157)**	(886,692)	**-**	-
Nonoperating revenues, net	**44,927,503**	40,847,660	**583,573**	97,709
(Loss) income before other changes in net position	**(6,075,804)**	(5,646,169)	**481,457**	476,539
Other changes in net position				
State of New Hampshire capital appropriation	**5,421,823**	7,727,797	**-**	-
Capital grants and contracts	**661,185**	1,506,179	**-**	-
Nonexpendable contributions	**1,385,195**	1,425,313	**-**	-
Total other changes in net position	**7,468,203**	10,659,289	**-**	-
Increase in net position	**1,392,399**	5,013,120	**481,457**	476,539
Net position, beginning of year, as previously stated	**63,703,927**	46,491,590	**3,441,113**	15,163,791
Prior period adjustment	**-**	12,199,217	**-**	(12,199,217)
Net position, beginning of year, as restated	**63,703,927**	58,690,807	**3,441,113**	2,964,574
Net position, end of year	**$ 65,096,326**	$ 63,703,927	**$ 3,922,570**	$ 3,441,113

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

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

Statements of Cash Flows

Years Ended June 30, 2017 and 2016

	Community College System of New Hampshire	
	2017	2016
Cash flows from operating activities		
Receipts from tuition and fees	**$ 48,078,384**	$ 46,720,364
Receipts from grants and contracts	**22,136,326**	27,882,703
Receipts from auxiliary enterprises	**3,578,354**	3,155,812
Payments to suppliers	**(26,125,361)**	(27,947,657)
Payments to employees	**(91,444,221)**	(92,570,010)
Other cash receipts	**3,947,492**	4,416,147
Net cash used for operating activities	**(39,829,026)**	(38,342,641)
Cash flows from noncapital financing activities		
State of New Hampshire appropriations	**43,775,000**	42,500,000
Contributions for long-term purposes	**1,385,195**	1,425,313
Net cash provided by noncapital financing activities	**45,160,195**	43,925,313
Cash flows from capital and related financing activities		
Appropriations from the State of New Hampshire for capital expenditures	**4,204,533**	10,314,834
Payments made to the State of New Hampshire for capital accounts payable	**(3,333,064)**	-
Capital grants and contracts received	**661,185**	1,506,179
Purchase of capital assets	**(5,622,915)**	(10,521,993)
Payments received on notes receivable	**88,581**	70,687
Proceeds from borrowing on other long-term liabilities	**4,936,671**	1,600,000
Principal on bonds payable and other liabilities	**(3,783,878)**	(2,758,288)
Interest on bonds payable and other liabilities	**(885,859)**	(943,246)
Net cash used for capital and related financing activities	**(3,734,746)**	(731,827)
Cash flows from investing activities		
Receipt of assets held by Foundation	**13,757,410**	-
Proceeds from sales and maturities of investments	**-**	1,483,194
Purchase of investments	**(14,948,458)**	-
Transfer of contributions to the Foundation	**-**	(1,425,313)
Interest and dividends received	**318,860**	67,292
Net cash (used for) provided by investing activities	**(872,188)**	125,173
Net increase in cash and cash equivalents	**724,235**	4,976,018
Cash and cash equivalents, beginning of year	**9,231,390**	4,255,372
Cash and cash equivalents, end of year	**$ 9,955,625**	$ 9,231,390

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

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

Statements of Cash Flows (Concluded)

Years Ended June 30, 2017 and 2016

	Community College System of New Hampshire	
	2017	2016
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	**$ (51,003,307)**	$ (46,493,829)
Adjustments to reconcile operating loss to net cash used for operating activities		
Depreciation	**8,383,889**	8,182,157
Change in allowance	**121,233**	-
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		
Other current assets	**17,019**	119,481
Student loans receivable	**65,113**	57,567
Grants receivable	**544,941**	1,658,412
Deferred outflows of resources - pension	**(13,068,725)**	656,785
Accounts payable and accrued expenses	**(191,215)**	(542,457)
Accrued salaries and benefits	**20,719**	15,546
Deferred revenue and deposits	**280,728**	(341,310)
Net pension liability	**11,879,062**	2,074,357
Refundable advances	**(129,303)**	(215,357)
Deferred inflows of resources - pension	**3,250,820**	(3,513,993)
Net cash used for operating activities	**$ (39,829,026)**	$ (38,342,641)
Reconciliation of noncash activity		
Acquisition of capital assets	**$ 5,998,831**	$ 9,911,716
Less acquisition of capital assets included in accounts payable at year-end	**(670,933)**	(295,017)
Less acquisition of capital assets financed by capital leases	**-**	(279,734)
Add payments on short-term trade accounts used to finance acquisition of capital assets	**295,017**	1,185,028
Payments for the acquisition of capital assets	**$ 5,622,915**	$ 10,521,993

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

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

Notes to Financial Statements

June 30, 2017 and 2016

Nature of Business

The Community College System of New Hampshire (CCSNH or the System) is comprised of the following colleges:

- NHTI - Concord's Community College (NHTI);
- Manchester Community College (MCC);
- Nashua Community College (NCC);
- Great Bay Community College (GBCC);
- Lakes Region Community College (LRCC);
- White Mountains Community College (WMCC); and
- River Valley Community College (RVCC).

CCSNH's main purpose is to provide a well-coordinated system of public community college education. CCSNH is governed by a single board of trustees with 22 voting members appointed by the Governor and Executive Council and 2 voting members who are full time students enrolled within CCSNH and are elected by the student body. CCSNH funds its operations through tuition, room and board, fees, grants, legacies and gifts, and state appropriations.

Community Colleges of New Hampshire Foundation (the Foundation) is a separate legal entity established as a 501(c)(3) corporation. The Foundation is structured to seek and secure private funds and/or grants in order to supplement the traditional revenue sources of CCSNH. The Foundation's mission is to support CCSNH and make higher education more accessible by providing student scholarship assistance, facility and staff support programs and improved education facilities. These assets and all activity of the Foundation are included in the financial statements of CCSNH as a discretely-presented component unit.

1. **Summary of Significant Accounting Policies**

   Basis of Presentation

   The accompanying financial statements have been prepared using the economic resources focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles, as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

   CCSNH has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

CCSNH's policy is to define operating activities in the statement of revenues, expenses and changes in net position as those that generally result from exchange transactions, such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as nonoperating revenues (expenses). These nonoperating revenues (expenses) include CCSNH's operating appropriations from the State, contributions, gain (loss) from the sale of capital assets, net investment income (loss), gifts received by the Foundation restricted for long-term purposes, and interest expense.

Cash and Cash Equivalents

Cash and cash equivalents in the statement of cash flows include unrestricted cash which is either held in demand deposit or short-term money market accounts, and highly-liquid savings deposits and investments with original maturities of three months or less when purchased.

Student Loans Receivable

The Federal Perkins Student Loan Program has provisions for deferment, forbearance and cancellation of the individual loans. Principal payments, interest, and losses due to cancellation are shared by the College and the U.S. Government in proportion to their share of funds provided. Such funds may be reloaned by CCSNH after collection. Amounts advanced by the federal government under this program are ultimately refundable and are classified as refundable advances.

Student loans receivable are stated at their unpaid principal balances adjusted for charge-offs and the allowance for loan losses. Interest income on student loans receivable is recorded when received. CCSNH provides for probable uncollectible amounts through a charge to expense and a credit to the allowance for loan losses based on its assessment of the current status of individual accounts. Balances that are still outstanding after the College has used reasonable collection efforts are written off through a charge to the allowance for loan losses and a credit to student loans receivable. Student loans receivable at June 30, 2017 and 2016 are reported net of an allowance for loan losses of $524,473 and $500,798, respectively.

Collections of the student loans receivable may not be used to pay current liabilities, as the proceeds are restricted for making new loans. Accordingly, the student loans receivable are recorded in the accompanying statements of net position as noncurrent assets.

Investments

CCSNH and the Foundation carry investments at their fair value. Fair value is estimated using the methods described in Note 8. Purchased and gifted securities are recorded at fair value on the date of the acquisition or gift, net of any brokerage fees. Realized and unrealized gains and losses in the investment portfolio are allocated on a specific-identification basis.

<u>**Capital Assets**</u>

Capital assets are recorded at cost when purchased or constructed and at fair value at the date of donation. In accordance with CCSNH's capitalization policy, only equipment (including equipment acquired under capital leases), capital projects and internally-generated intangibles with a projected cost of $5,000 or more are capitalized. Costs for maintenance, repairs and minor renewals and replacements are expensed as incurred. The costs of library materials are expensed as incurred.

Depreciation and amortization of assets acquired are recorded on a straight-line basis over the estimated useful lives of the related assets, principally as follows:

Buildings	40 years
Building and land improvements	20 years
Equipment and vehicles	5 years

When capital assets are retired or otherwise disposed of, the asset and accumulated depreciation accounts are adjusted and any resulting gain or loss is reflected in the statement of revenues, expenses and changes in net position.

<u>**Note Receivable**</u>

During the year ended June 30, 2015, GBCC sold its former Stratham New Hampshire Campus for $2,750,000. The buyer paid cash of $250,000 at closing and signed a note receivable to CCSNH for $2,500,000. The note receivable is expected to be paid in monthly installments of $13,865, including interest at 3%, through September 14, 2024. All outstanding principal and interest is expected to be repaid on October 14, 2024, which is expected to amount to approximately $1,500,000. The note receivable balance as of June 30, 2017 and 2016 was $1,756,782 and $1,966,596, respectively. The balance at June 30, 2017 and 2016 is shown net of an allowance for loan losses of approximately $520,000 and $398,000, respectively.

Under the terms of an agreement with the State of New Hampshire (the State), the total proceeds will be repaid to the State in three installments of $916,666. During the year ended June 30, 2016, CCSNH paid $916,667 to the State. During 2017, CCSNH paid the final payment of $916,667 to the State.

<u>**Unearned Revenue and Deposits**</u>

Unearned revenue and deposits consist primarily of deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year. Revenue from summer programs is recognized ratably over the applicable academic periods.

Compensated Absences

Employees earn the right to be compensated during certain absences. The accompanying statements of net position reflect an accrual for the amounts earned, including related benefits ultimately payable for such benefit. A portion of this liability is classified as current and represents CCSNH's estimate of vacation time that will be paid during the next fiscal year to employees.

Refundable Advances

CCSNH participates in the Federal Perkins Loan Program, which is funded through a combination of federal and institutional resources. The portion of this program that has been funded with federal funds is ultimately refundable to the U.S. Government upon termination of CCSNH's participation in the program. The portion that would be refundable if the programs were terminated as of June 30, 2017 and 2016 has been included in the accompanying statements of net position as a noncurrent liability. The portion of this program that has been funded with institutional funds has been classified as restricted - nonexpendable since these funds can only be used on a revolving basis for loans during the time CCSNH participates in the Federal Perkins Loan Program.

Net Pension Liability

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the New Hampshire Retirement System (NHRS) and additions to/deductions from the NHRS's fiduciary net position has been determined on the same basis as it is reported by the NHRS. Detailed information about the Pension Plan's fiduciary net position is available in the separately issued NHRS annual report available from the NHRS website at https://www.nhrs.org. NHRS's financial statements are prepared using the accrual basis of accounting. Both plan member and employer contributions are recognized in the period in which contributions are legally due. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. Investments are reported at fair value. Investments in both domestic and non-U.S. securities are valued at current market prices and expressed in U.S. dollars. NHRS uses a trade-date accounting basis for these investments. Investments in non-registered commingled funds are valued at net asset value as a practical expedient to estimate fair value.

Deferred Outflows and Inflows of Resources

In addition to assets and liabilities, financial statements will sometimes report a separate section for deferred outflows and inflows of resources. Deferred outflows of resources represent a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense) until then. Deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

<u>**Net Position**</u>

GASB requires that resources be classified for accounting purposes into the following four net position categories:

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets, and increased or reduced by deferred inflows and deferred outflows related to those assets.

Restricted - nonexpendable: Net assets subject to externally-imposed conditions that CCSNH must maintain them in perpetuity.

Restricted - expendable: Net assets whose use is subject to externally-imposed conditions that can be fulfilled by the actions of CCSNH or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the CCSNH's Board of Trustees.

CCSNH has adopted a policy of generally utilizing restricted, expendable resources, when available, prior to unrestricted resources.

<u>**Net Student Fees**</u>

Student tuition, dining, residence, and other fees are presented net of scholarships applied to students' accounts.

<u>**Contributions**</u>

Contributions are recorded at their fair value at the date of gift. Promises to donate to CCSNH are recorded as receivables and revenues when the CCSNH has met all applicable eligibility and time requirements. Contributions to be used for endowment purposes are categorized as restricted nonexpendable. Other gifts are categorized as currently expendable. Pledges receivable, which are included in other current assets in the statements of net position, are reported net of amounts deemed uncollectible and after discounting to the present value of the expected future cash flows. Because of uncertainties with regard to their realizability and valuation, bequests and other intentions to give and conditional promises are not recognized as assets until the specified conditions are met.

Operating Revenues and Expenses

Operating revenues consist of tuition and fees; federal, state and other grants and contracts; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and residential life and depreciation and amortization. All other revenues and expenses of the System are reported as other or nonoperating revenues and expenses, including state general appropriations, noncapital gifts, short-term investment income, interest expense and capital additions and deductions. Capital items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended for expenditure driven grants or, in the case of fixed-price contracts, when the contract terms are met or completed.

Income Taxes

The Internal Revenue Service has determined that CCSNH is a wholly-owned instrumentality of the State of New Hampshire and, as such, is generally exempt from federal income tax. The Foundation is exempt from income taxes because it is a 501(c)(3) organization.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2017 and 2016.

Use of Estimates in Financial Statement Preparation

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

New Accounting Pronouncements Not Yet Effective

In June 2015, GASB issued Statement No. 75, *Accounting and Reporting for Postemployment Benefits Other Than Pensions*. This statement establishes new accounting and financial reporting requirements for governmental entities whose employees are provided with other post-employment benefits (OPEB). In general, the provisions relating to reporting OPEB liabilities are effective for years beginning after June 15, 2017. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In June 2017, GASB issued Statement No. 87, Leases. This statement is effective for financial periods beginning after December 15, 2019, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

Reclassifications

Certain financial statement amounts in the 2016 financial statements have been reclassified to conform to the 2017 presentation.

2. Cash and Cash Equivalents

Custodial credit risk is the risk that, in the event of bank failure, CCSNH's deposits may not be returned. Deposits are considered uninsured and uncollateralized if they are not covered by depository insurance and are (a) uncollateralized, (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in CCSNH's name.

As of June 30, 2017 and 2016, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately $9,580,000 and $8,680,000, respectively. Deposits held in noninterest-bearing transaction accounts are aggregated with any interest-bearing deposits, and the combined total amounts are insured up to the first $500,000, $250,000 per financial institution.

3. **Capital Assets**

Capital asset activity for the year ended June 30, 2017 is summarized below:

	Beginning Balance	Additions	Retirements	Transfers	Ending Balance
Land	$ 924,340	$ -	$ -	$ -	$ 924,340
Construction-in-process	2,542,562	4,664,378	-	(3,072,340)	4,134,600
Total non-depreciable assets	3,466,902	4,664,378	-	(3,072,340)	5,058,940
Land improvements	6,726,714	27,496	-	-	6,754,210
Buildings and improvements	183,051,701	84,343	-	3,072,340	186,208,384
Equipment and vehicles	17,840,767	1,222,614	(445,624)	-	18,617,757
Total depreciable assets	207,619,182	1,334,453	(445,624)	3,072,340	211,580,351
Accumulated depreciation	(89,370,982)	(8,383,889)	445,624	-	(97,309,247)
Capital assets, net	$121,715,102	$ (2,385,058)	$ -	$ -	$119,330,044

Capital asset activity for the year ended June 30, 2016 is summarized below:

	Beginning Balance	Additions	Retirements	Transfers	Ending Balance
Land	$ 924,340	$ -	$ -	$ -	$ 924,340
Construction-in-process	12,404,071	7,119,810	-	(16,981,319)	2,542,562
Total non-depreciable assets	13,328,411	7,119,810	-	(16,981,319)	3,466,902
Land improvements	5,838,983	830,600	-	57,131	6,726,714
Buildings and improvements	165,153,141	974,372	-	16,924,188	183,051,701
Equipment and vehicles	17,360,775	1,068,284	(588,292)	-	17,840,767
Total depreciable assets	188,352,899	2,873,256	(588,292)	16,981,319	207,619,182
Accumulated depreciation	(81,695,767)	(8,182,157)	506,942	-	(89,370,982)
Capital assets, net	$119,985,543	$ 1,810,909	$ (81,350)	$ -	$121,715,102

4. **Long-Term Liabilities**

Changes in long-term liabilities during the year ended June 30, 2017 were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Accrued salaries and benefits	$ 10,352,279	$ 20,719	$ -	$ 10,372,998	$ 6,490,908
Due to the State	3,339,502	-	(3,333,064)	6,438	-
Refundable advances	684,253	-	(129,303)	554,950	-
Net pension liability	60,334,154	11,879,062	-	72,213,216	-
Bonds payable	16,998,665	4,936,671	(2,758,564)	19,176,772	2,122,925
Other long-term liabilities	2,850,318	-	(1,025,314)	1,825,004	114,335
Long-term liabilities	$ 94,559,171	$ 16,836,452	$ (7,246,245)	$104,149,378	$ 8,728,168

During the year ended June 30, 2015, CCSNH received $1,854,293 from the State to fund a certain capital project. During the year ended June 30, 2016, CCSNH incurred $1,485,209 of additional costs related to that capital project. During the year ended June 30, 2017, the amounts previously received from the State for the project were converted to a bond payable.

Changes in long-term liabilities during the year ended June 30, 2016 were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Accrued salaries and benefits	$ 10,336,733	$ 15,546	$ -	$ 10,352,279	$ 6,319,976
Due to the State	1,854,293	1,485,209	-	3,339,502	-
Refundable advances	899,610	-	(215,357)	684,253	-
Net pension liability	58,259,797	2,074,357	-	60,334,154	-
Bonds payable	18,774,928	-	(1,776,263)	16,998,665	1,818,111
Other long-term liabilities	1,952,609	1,879,724	(982,015)	2,850,318	1,023,614
Long-term liabilities	$ 92,077,970	$ 5,454,836	$ (2,973,635)	$ 94,559,171	$ 9,161,701

Other Long-Term Liabilities

Future minimum payments under other long-term liabilities, which include capital leases, a note payable to the State (as discussed in Note 1), and a note payable to U.S. Department of Agriculture (USDA), as of June 30, 2017 are as follows:

Year ending June 30,	Principal	Interest	Total
2018	$ 114,335	$ 72,158	$ 186,493
2019	93,650	64,567	158,217
2020	67,462	59,851	127,313
2021	65,251	55,719	120,970
2022	22,404	53,436	75,840
2023 - 2027	125,031	254,169	379,200
2028 - 2032	149,835	229,365	379,200
2033 - 2037	179,561	199,639	379,200
2038 - 2042	215,183	164,017	379,200
2043 - 2047	257,873	121,327	379,200
2048 - 2052	309,032	70,168	379,200
2053 - 2055	225,387	13,451	238,838
	$ 1,825,004	$ 1,357,867	$ 3,182,871

During 2016, RVCC entered into an agreement with USDA in the amount of $1,600,000 to finance the purchase a building in Lebanon, New Hampshire. The note payable is to be repaid over 40 years at a fixed interest rate of 3.625%. As of June 30, 2017 and 2016, the balance due to USDA was $1,566,234 and $1,584,929, respectively.

The original cost basis of leased capital assets as of June 30, 2017 and 2016 was $279,734. Accumulated depreciation includes $111,894 and $94,571 as of June 30, 2017 and 2016 for the leased capital assets, respectively.

Bonds Payable

Bonds payable consisted of the following at June 30:

	2017	2016
2006 Series A General Obligation Bonds (original principal of $1,703,059) Serial bonds maturing through 2021 with annual principal payments from $17,185 to $246,814 and interest rates from 4.00% to 4.25%. These bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	$ -	$ 778,856
2008 Series A General Obligation Bonds (original principal of $7,732,622) Serial bonds maturing through 2027 with annual principal payments from $309,305 to $463,960 and interest rates from 3.375% to 4.00%.	**463,957**	927,915
2008 Series C General Obligation Bonds (original principal of $2,141,678) Serial bonds maturing through 2028 with annual principal payments from $0 to $128,504 and interest rates from 4.00% to 5.00%.	**128,504**	257,007
2009 Series A General Obligation Bonds (original principal of $5,000,000) Serial bonds maturing through 2029 with annual principal payments from $200,000 to $300,000 and interest rates from 4.00% to 5.50%.	**2,900,000**	3,200,000
2010 Series A General Obligation Bonds (original principal of $1,996,995) Serial bonds maturing through 2025 with annual principal payments from $0 to $666,111 and coupon interest rates from 2.00% to 5.00%.	**1,790,892**	1,850,716
2010 Series B General Obligation Bonds (original principal of $1,055,090) Serial bonds maturing through 2020 with annual principal payments from $115,501 to $150,526 and interest rates from 3.00% to 4.00%.	**434,476**	568,251
2012 Series B General Obligation Bonds (original principal of $6,000,000) Serial bonds maturing through 2032 with annual principal payments from $240,000 to $360,000 and interest rates from 2.64% to 4.15%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	**4,320,000**	4,920,000
2013 Series B General Obligation Bonds (original principal of $2,000,000) Serial bonds maturing through 2033 with annual principal payments from $79,763 to $133,446 and interest rates from 4.00% to 4.68%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	**1,439,458**	1,733,107
2014 Series A General Obligation Refunding Bonds (original principal of $2,762,813) maturing through 2028 with annual principal payments beginning in 2018 ranging from $34,564 to $102,325 and interest rates from 1.50% to 5.00%.	**2,762,813**	2,762,813

2016 Series A General Obligation Refunding Bonds (original principal of $921,602) maturing through 2028 with annual principal payments beginning in 2018 ranging from $36,734 to $192,626 and interest rates from 1.88% to 2.50%.	**921,602**	-
2017 Series A General Obligation Bonds (original principal of $4,015,070) maturing through 2036 with annual principal payments beginning in 2018 ranging from $160,464 to $267,756 and interest rates from 2.25% to 4.80%.	**4,015,070**	-
	$ 19,176,772	$ 16,998,665

During the year ended June 30, 2015, CCSNH issued $2,762,813 in General Obligation Refunding Bonds with an average interest rate of 4.8% to advance refund $3,285,882 of outstanding 2005 Series A General Obligation Bonds, 2008 Series C General Obligation Bonds, and 2008 Series A General Obligation Bonds with an average interest rate of 4.5%. The difference between the reacquisition price and the net carrying amount of the old debt of approximately $523,000 was recorded as a deferred inflow of resources and will be recognized in the statement of revenues, expenses and changes in net position on an annual basis through the year 2028 using the effective-interest method. CCSNH completed the refunding to reduce its total debt service payments of the next 13 years by approximately $552,000 and to obtain an economic gain (difference between the present values of the old and new debt service payments) of approximately $380,000. At June 30, 2017 and 2016, the unamortized deferred gain from advance refunding of the bonds was $418,131 and $455,833, respectively.

Principal and interest payments on bonds payable for the next five years and in subsequent five-year periods are as follows at June 30, 2017:

Year ending June 30,	Principal	Interest	Total
2018	$ 2,122,925	$ 841,757	$ 2,964,682
2019	2,160,870	737,822	2,898,692
2020	2,104,679	631,289	2,735,968
2021	1,571,612	542,589	2,114,201
2022	1,450,456	475,717	1,926,173
2023 - 2027	5,781,876	1,444,927	7,226,803
2028 - 2032	3,022,737	416,385	3,439,122
2033 - 2037	961,617	58,741	1,020,358
	$ 19,176,772	$ 5,149,227	$ 24,325,999

Interest expense related to the bonds for the years ended June 30, 2017 and 2016 was $768,390 and $825,200, respectively.

5. **Defined Benefit Pension Plan**

CCSNH participates in the NHRS, which, as governed by Revised Statutes Annotated (RSA) 100-A, is a public employee retirement system that administers a cost-sharing, multiple-employer pension plan (Pension Plan). NHRS is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the NHRS. The provisions of the Pension Plan can be amended only by legislative action taken by the New Hampshire State Legislature, pursuant to the authority granted it under the New Hampshire State Constitution.

The NHRS pension plan and trust was established in 1967 by RSA 100-A:2. The Pension Plan is a contributory, defined benefit plan providing service, disability, death and vested retirement benefits to members and their beneficiaries. Although benefits are funded by member contributions, employer contributions and trust fund assets, NHRS computes benefits on the basis of members' Average Final Compensation (AFC) and years of creditable service. Unlike a defined contribution plan, NHRS benefits provided to members are not dependent upon the amount of contributions paid into the NHRS or the investment return on trust assets.

To qualify for a normal service retirement, members must have attained 60 years of age. However, a member who commenced service on or after July 1, 2011 shall not receive a service retirement allowance until attaining 65 years of age. The member may receive a reduced allowance after age 60 if the member has at least 30 years of creditable service. The allowance shall be reduced based on a formula, for each month by which the date on which benefits commence precedes the month after which the member attains 65 years of age, by ¼ of one percent.

For members retiring prior to the age of 65, the yearly pension amount is 1.67% of AFC multiplied by years of creditable service. For members retiring at 65 or older, the yearly pension amount is 1.52% of AFC multiplied by years of creditable service. For members vested prior to January 1, 2012, AFC is based on the highest three years of creditable service. For members not vested prior to January 1, 2012, or hired on or after July 1, 2011, AFC is based on a member's highest five years of creditable service. At age 65, the yearly pension amount is recalculated with an appropriate graduated reduction based on years and months of creditable service that the member has at the time of retirement.

Contributions Required and Made

The Pension Plan is financed by contributions from the members, CCSNH, and investment earnings. Contributions required to cover that amount of cost not met by the members' contributions are determined by a biennial actuarial valuation by the Pension Plan's actuary. By statute, the Board of Trustees of NHRS is responsible for the certification of employer contribution rates, which are determined through the preparation of biennial valuations of NHRS's assets by NHRS's actuary using the entry-age normal cost method.

Commencing July 1, 2011, all Group I employees are responsible to accrue contributions at 7.00% of covered payroll.

In terms of the employer share of contributions made to the Pension Plan, the pension contribution rate for Group I employees was 12.50% of covered payroll for the two-year period ended June 30, 2017. Effective July 1, 2017, the contribution rate decreased to 12.15% and will remain fixed through June 30, 2019.

For the years ended June 30, 2017 and 2016, employer contributions to the Pension Plan were $5,080,526 and $5,090,600, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2017 and 2016, respectively, CCSNH reported a liability of $72,213,216 and $60,334,154 for its proportionate share of the net pension liability. The 2016 net pension liability is based on an actuarial valuation performed as of June 30, 2015 and a measurement date of June 30, 2016. The net pension liability was rolled forward from June 30, 2015 to June 30, 2016. CCSNH's proportion of the net pension liability was based on a projection of CCSNH's long-term share of contributions to the Pension Plan relative to the projected contributions of all participating employers, as actuarially determined. At June 30, 2017 and 2016, CCSNH's proportion of the net pension liability was 1.3580% and 1.5230%, respectively.

During the years ended June 30, 2017 and 2016, CCSNH recognized pension expense of $6,913,814 and $4,197,027, respectively.

At June 30, 2017, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 200,680	$ 911,873
Changes in assumptions	8,887,151	-
Net difference between projected and actual investment earnings on pension plan investments	4,518,030	-
Changes in proportion and differences between employer contributions and share of contributions	1,374,359	6,279,344
Contributions subsequent to the measurement date	5,080,526	-
Balances as of June 30, 2017	$ 20,060,746	$ 7,191,217

At June 30, 2016, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ -	$ 1,323,973
Net difference between projected and actual investment earnings on pension plan investments	-	1,612,502
Changes in proportion and differences between employer contributions and share of contributions	1,901,421	1,003,922
Contributions subsequent to the measurement date	5,090,600	-
Balances as of June 30, 2016	$ 6,992,021	$ 3,940,397

Amounts reported as deferred outflows related to pensions resulting from CCSNH contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a decrease in pension expense as follows:

Year ending June 30,

2018	$ 1,439,520
2019	1,439,520
2020	2,863,237
2021	1,980,763
2022	65,963
	$ 7,789,003

The total pension liability was determined by a roll-forward of the actuarial valuation as of June 30, 2016 using the following actuarial assumptions, which, accordingly, apply to 2017 measurements:

Inflation	2.5%
Salary increases	5.60% average, including inflation
Investment rate of return	7.25%, net of investment expense, including inflation

The total pension liability was determined by a roll-forward of the actuarial valuation as of June 30, 2015 using the following actuarial assumptions, which, accordingly, apply to 2016 measurements:

Inflation	3.0%
Salary increases	3.75 - 5.8% average, including inflation
Investment rate of return	7.75%, net of investment expense, including inflation

Mortality rates were based on the RP-2014 employee generational mortality tables for males and females, adjusted for mortality improvements using Scale MP-2015, based on the last experience study.

The actuarial assumptions used in the June 30, 2015 valuation were based on the results of the most recent actuarial experience study, which was for the period of July 1, 2010 to June 30, 2015.

Long-Term Rates of Return

The long-term expected rate of return on pension plan investments was selected from a best-estimate range determined using the building-block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return net of investment expenses by the target asset allocation percentage and by adding expected inflation.

The following table presents target allocations and the geometric real rates of return for 2015 and 2016:

Asset Class	Target Allocation 2016	Target Allocation 2015	Weighted Average Long-Term Expected Real Rate of Return 2016	Weighted Average Long-Term Expected Real Rate of Return 2015
Large cap equities	22.50 %	22.50 %	4.25 %	3.00 %
Small/mid cap equities	7.50	7.50	4.50	3.00
Total domestic equity	30.00	30.00		
International equities (unhedged)	13.00	13.00	4.75	4.00
Emerging international equities	7.00	7.00	6.25	6.00
Total international equities	20.00	20.00		
Core bonds	5.00	4.50	0.64	(0.70)
Short duration	2.0	2.50	(0.25)	(1.00)
Global multi-sector fixed income	11.00	11.00	1.71	0.28
Unconstrained fixed income	7.00	7.00	1.08	0.16
Total fixed income	25.00	25.00		
Private equity	5.00	5.00	6.25	5.50
Private debt	5.00	5.00	4.75	4.50
Opportunistic	5.00	5.00	3.68	2.75
Total alternative investments	15.00	15.00		
Real estate	10.00	10.00	3.25	3.50
Total	100.00 %	100.00 %		

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the pension plan's actuarial funding policy and as required by RSA 100-A:16. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity Analysis

The following presents CCSNH's proportionate share of the net pension liability calculated using the discount rate of 7.25%, as well as what CCSNH's proportionate share of the pension liability would be if it were calculated using a discount rate that is 1 percentage-point lower or 1 percentage point higher than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
CCSNH's proportionate share of the net pension liability	$ 92,789,064	$ 72,213,216	$ 55,148,812

6. Other Post-Employment Benefits

Pursuant to RSA 100-A:52, RSA 100-A:52-a and RSA 100-A:52-b, NHRS administers four defined benefit, post-employment, medical-subsidiary healthcare plans designated in statute by membership type. The four plans are Group II Police Officer and Firefighters, Group I Teachers, Group I Political Subdivision Employees and Group I State Employees (collectively, the OPEB Plans).

The OPEB Plans provide a medical insurance subsidy to qualified retirement members. The medical subsidy is a payment made by NHRS toward the cost of health insurance for a qualified retiree, his/her spouse, and his/her certifiably-dependent children with a disability who are living in the household and being cared for by the retiree. Under specific conditions, the qualified beneficiaries of members who die while in service may also be eligible for the medical subsidy.

Plan members are not required to contribute to the OPEB Plans. CCSNH makes annual contributions to the OPEB Plans equal to the amount required by RSA 100-A:52, which was 1.6% of covered compensation during the years ended June 30, 2017 and 2016. CCSNH's contributions to NHRS for the OPEB Plans for the years ended June 30, 2017 and 2016 were $694,802 and $738,178, respectively, which were equal to its annual required contributions.

7. **Contingencies and Commitments**

   Operating Lease Obligations

   CCSNH leases certain equipment and real estate under leases with terms exceeding one year. Future minimum lease payments under non-cancelable operating leases (with initial or remaining lease terms in excess of one year) as of June 30, 2017 are as follows:

   Year ending June 30,

2018	$ 1,370,951
2019	1,130,975
2020	573,448
2021	362,602
2022	188,999
	$ 3,626,975

   Total expense related to operating leases (with initial or remaining lease terms in excess of one year) amounted to $1,231,181 and $901,837 for the years ended June 30, 2017 and 2016, respectively. CCSNH signed additional operating leases after June 30, 2017 with total commitments of approximately $330,000 with various expiration dates ranging through the year ending June 30, 2019.

   Union Contracts

   Substantially all of CCSNH's employees are covered by a collective bargaining agreement, except for executive officers and confidential personnel. As of March 2017, CCSNH full-time faculty were represented by the NH Higher Education Union (NHHEU), which is part of the International Brotherhood of Electrical Workers (IBEW), 2320. CCSNH staff are currently represented by the State Employees' Association of New Hampshire, Inc. (SEA), which is part of the Service Employees International Union Local 1984, CTW, CLC (SEIU). The current collective bargaining agreement for full-time and part-time staff has a period of October 25, 2017 through September 30, 2019. The collective bargaining agreement for full-time faculty expired on June 30, 2015, however, the provisions of the collective bargaining agreement remain in place due to an evergreen provision. CCSNH and the NHHEU are currently engaged in contract negotiations for the full-time faculty bargaining unit.

   Certain adjunct faculty of CCSNH are covered by a collective bargaining agreement, separate from the agreement described in the previous paragraph, and are represented by the State Employees' Association of New Hampshire, Inc., which is part of the Service Employees International Union Local 1984, CTW, CLC. The current collective bargaining agreement has a period of October 25, 2017 through December 31, 2018.

Contingencies

CCSNH participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

CCSNH is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable but, in the opinion of management, the amount of ultimate liability would not have a significant impact on CCSNH's financial condition.

Commitments

CCSNH has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2017:

	Expended through June 30, 2017	Committed Future Costs	Total Committed Costs of Project
MCC	3,928,285	3,488,882	7,417,167
NCC	171,126	140,824	311,950
WMCC	10,780	335,979	346,759
Total	$ 4,110,191	$ 3,965,685	$ 8,075,876

At June 30, 2017 and 2016, invoices related to construction projects of $670,933 and $295,017, respectively, were included in accounts payable.

8. Investments

Fair Value Measurement

GASB Statement No. 72, *Fair Value Measurement and Application*, establishes a fair value hierarchy for investments that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to measurements involving significant unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy are as follows:

- Level 1: Inputs are unadjusted, quoted prices in active markets for identical assets at the measurement date. The types of assets carried at Level 1 fair value generally are securities listed in active markets. The Foundation has valued its investments, listed on national exchanges, at the last sales price as of the day of the valuation.

- Level 2: Inputs are based upon quoted prices for similar instruments in active markets, quoted prices for identical or similar instruments in markets which are not active, and model-based valuation techniques for which all significant assumptions are observable in the market or can be corroborated by observable market data for substantially the full term of the asset of liability. The fair values are therefore determined using model-based techniques that incorporate these inputs.

- Level 3: Inputs are generally unobservable and typically reflect management's estimates of assumptions that market participants would use in pricing the asset or liability. The fair values are therefore determined using model-based techniques that include discounted cash flow models and similar techniques.

The inputs or methodology used for valuing investments are not necessarily an indication of the risk associated with those investments.

CCSNH

CCSNH operating investments consist of an investment in a short-term bond mutual fund. The fund targets a dollar-weighted average maturity of 0.75 years or less and invests in U.S dollar-denominated money market and high-quality, investment-grade debt securities, primarily in the financial service industry. The fund's investments in fixed-rate securities have a maximum maturity of two years and investments in floating-rate securities have a maximum maturity of three years.

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, CCSNH will not be able to recover the value of the investment or collateral securities that are in possession of an outside party. Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of CCSNH, and are held by either the counterparty or the counterparty's trust department or agency, but not in CCSNH's name.

As of June 30, 2017 and 2016, CCSNH's investments included in the statements of net position were exposed to custodial credit risk. The investments were held by the counterparty, in the name of CCSNH.

Investments held by CCSNH were comprised of the following at June 30, 2017:

	Level 1	Level 2	Level 3
Equity mutual funds	$ 10,238,067	$ -	$ -
Fixed-income mutual funds	14,366,476	-	-
Total	$ 24,604,543	$ -	$ -

Investments held by CCSNH were comprised of the following at June 30, 2016:

	Level 1	Level 2	Level 3
Assets held by Foundation	$ 13,183,889	$ -	$ -
Fixed-income mutual funds	8,547,806	-	-
Total	$ 21,731,695	$ -	$ -

A summary of fixed-income mutual fund maturities as of June 30, 2017 is as follows:

Amount	Maturities
$ 4,202,850	5.4 years
315,543	3.5 years
179,276	3.0 years
9,668,807	Less than a year
$ 14,366,476	

The maturities are the weighted averages of the debt securities in which the funds invest.

The System has not defined a limit in its investment policies regarding the amount that can be placed with one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. As of June 30, 2017, individual investments representing more than 5% of the System's investments were as follows:

	Percentage of Investments
Fidelity Conservative Income Bond	35.3 %
Strategic Advisors Core Fund	12.0
Strategic Advisors Growth Fund	5.6
Strategic Advisors Value Fund	5.7
Strategic Advisors International Fund	8.9
Strategic Advisors Core Income Fund	17.2

During the year ended June 30, 2017, certain investments previously managed by and held at the Foundation were transferred to the System.

Community Colleges of New Hampshire Foundation

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment funds, while also maintaining the purchasing power of those endowment assets over the long-term. Accordingly, the investment process seeks to achieve an after-cost total real rate of return, including investment income as well as capital appreciation, which exceeds the annual distribution with acceptable levels of risk. Endowment assets are invested in a well-diversified asset mix, which includes equity and debt securities, that is intended to result in a consistent inflation-protected rate of return that has sufficient liquidity to make an annual distribution of 4% while growing the funds, if possible. Actual returns may vary from this amount. Investment risk is measured in terms of the total endowment fund; investment assets and allocation between asset classes and strategies are managed to not expose the fund to unacceptable levels of risk.

Investments held by the Foundation were comprised of the following at June 30, 2017:

	Level 1	**Level 2**	**Level 3**
Equities	$ **2,892,038**	$ **-**	$ **-**
Fixed-income	**840,703**	**-**	**-**
Total	$ **3,732,741**	$ **-**	$ **-**

Investments held by the Foundation were comprised of the following at June 30, 2016:

	Level 1	Level 2	Level 3
Equities	$ 10,694,664	$ -	$ -
Fixed-income	1,671,093	1,513,162	-
Real estate - public real estate investment trusts	1,246,034	-	-
Tangible assets - commodities	491,432	-	-
Total	$ 14,103,223	$ 1,513,162	$ -

The fair value of a financial instrument is the current amount that would be exchanged between willing parties, other than in a forced liquidation. Fair value is best determined based upon quoted market prices. However, in many instances, there are no quoted market prices for the Foundation's various financial instruments. In cases where quoted market prices are not available, fair values are based on estimates using present value or other valuation techniques. Those techniques are significantly affected by the assumptions used, including the discount rate and estimates of future cash flows. Accordingly, the fair value estimates may not be realized in an immediate settlement of the instrument.

9. **Risk Management**

CCSNH is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; and natural disaster for which CCSNH carried insurance.

CCSNH has insurance coverage that includes automotive, crime, employment practices, fire, general liability, pollution, theft, and workers' compensation. There have been no significant changes in insurance coverage during the past fiscal year. Settlements did not exceeds coverage amounts during fiscal years 2017 and 2016.

10. **Prior Period Adjustment**

The 2016 financial statements have been restated to present investments and related activity previously presented under the Foundation as assets and net position of CCSNH, as the Foundation was the fiscal agent of CCSNH with respect to these investments. The restatement resulted in an increase in net position as of July 1, 2015 of $12,199,217 for CCSNH and a decrease in net position for the Foundation for the same amount. Investment income and contributions for 2016 were also reclassified from the Foundation to CCSNH in the statement of revenues, expenses and changes in net position resulting in an increase in the change in net position for CCSNH of $984,674 and a decrease in the change in net assets for the Foundation of the same amount.

REQUIRED SUPPLEMENTARY INFORMATION

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

Schedule of Funding Progress (Unaudited)

June 30, 2017

Schedule of Collective Net Pension Liability *

	June 30,			
	2016	2015	2014	2013
Employer proportion of the collective net pension liability	1.3580 %	1.5230 %	1.5521 %	1.4834 %
Employer's proportionate share of the collective net pension liability	$72,213,216	$60,334,154	$58,259,797	$63,843,950
Employer's covered-employee payroll	$39,462,000	$38,603,000	$47,442,000	$43,413,000
Employer's proportionate share of the collective net pension liability as a percentage of the employer's covered employee-payroll	183 %	156 %	123 %	147 %
Plan fiduciary net position as a percentage of the total pension liability	58.30 %	65.47 %	66.32 %	59.81 %

Schedule is intended to show 10 years. Additional years will be added as they become available.

Schedule of Employer Contributions *

	June 30				
	2017	2016	2015	2014	2013
Required employer contribution	$ 5,080,526	$ 5,090,600	$ 5,109,493	$ 4,923,636	$ 3,688,122
Actual employer contribution	$ 5,080,526	$ 5,090,600	$ 5,109,493	$ 4,923,636	$ 3,688,122
Excess/(deficiency) of employer contributions	$ -	$ -	$ -	$ -	$ -
Employer's covered-employee payroll	$35,391,000	$39,462,000	$38,603,000	$47,442,000	$43,413,000
Employer contribution as a percentage of the employer's covered-employee payroll	14.36 %	12.90 %	13.24 %	10.38 %	8.50 %

Schedule is intended to show 10 years. Additional years will be added as they become available.

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

Schedule of Funding Progress (Unaudited) (Concluded)

June 30, 2017

Notes to the Required Supplementary Information

Valuation date:	June 30, 2009 for determining the Fiscal Year 2013 contributions
	June 30, 2011 for determining the Fiscal Year 2014 contributions
	June 30, 2013 for determining the Fiscal Year 2015 contributions
	June 30, 2014 for determining the Fiscal Year 2016 contributions
	June 30, 2015 for determining the Net Pension Liability
Changes of assumptions:	The roll-forward of total pension liability from June 30, 2014 to June 30, 2015 reflects expected service cost and interest reduced by actual benefit payments and administrative expenses.

Actuarial determined contribution rates for the 2012-2013 biennium were determined based on the June 30, 2009 actuarial valuation.

Actuarial determined contribution rates for the 2014-2015 biennium were determined based on the June 30, 2011 actuarial valuation.

Actuarial determined contribution rates for the 2016-2017 biennium were determined based on the June 30, 2013 actuarial valuation.

Actuarial determined contribution rates for the 2018-2019 biennium were determined based on the June 30, 2015 actuarial valuation.

For amounts reported in 2016 and later, the mortality table used was changed from RP-2000 Mortality Table projected to 2020 with Scale AA used in 2015 and 2014 to RPH-2014 Employee Generational Mortality Table adjusted for mortality improvements using Scale MP-2015.

For amounts reported in 2016 and later, the discount rate as well as the investment rate of return used to measure the total pension liability were decreased to 7.25% from the rates of 7.75% used in 2015, 2014 and 2013.

For amounts reported in 2016 and later, the assumed inflation rate used to measure the total pension liability was increased to 2.5% from the rates of 3.0% used in 2015, 2014 and 2013.

For amounts reported in 2016 and later, the assumed salary increase rate used to measure the total pension liability was changed to 5.60% from the rates of 3.75% to 3.8% used in 2015, and 3.75% to 5.8% used in 2014 and 2013.

List of Supporting Documents in Electronic Workroom

White Mountains Community College

Updated 8/16/2018

All of the documents listed here are in the "electronic Workroom." They are identified in the narrative by <u>Underlined Purple Text.</u>

Items described in the text and Data-First Forms as being in the "physical Workroom" will be available onsite at WMCC for the Site Visit Team.

Standard One: Mission and Purposes

       Library Programming

       Dual Admissions USNH

Standard Two: Planning and Evaluation

       Program Review:

              Academic Program Review Guidelines

              Completed Program Reviews (2010 Program Review-Department of Commerce and Industry; 2011 Program Review-Department of Applied Technology; etc.)

       Strategic Plan

              Strategic Plan 2018-2023 Summary with KPIs

              Strategic Plan 2018-2023

              Strategic Plan Overview Brochure 2016

              Strategic Plan Questionnaire

              SWOT Feb 19 2014

       Reserves_Proposed_Policy_Change

       CCSNH Enrollment Management Plan

       CCSNH Long Range Capital Plan

       Financial Analysis Vet Asst program

Advisory Committees (Programs)

Advisory Committee Membership by Program

Advisory Minutes Accounting and Business 2017, Advisory Minutes Automotive 2017, Advisory Minutes Education 2017, etc.

Impact of North Conway Academic Center

Market Demand for LPN 2017

Burning Glass Skill Clusters in Demand IT

Coos County Occupational Projections

Substantive_Change_Online_2015

Maryland Model Presentation 2014

Maryland Model Style Outcomes WMCC 2014

Gainful Employment Gives Back internal

Standard Three: Organization and Governance

Performance Audit Report August 2017

Legal Authority to Grant Degrees

Organizational Chart – Faculty 05_02_2018

Organizational Chart – Staff 05_02_2018

Committees at WMCC: A History

Committee List 2018-2019

SJD Academic Affairs: AVPAA, VPAA

Minutes: Department Chair/Program Coordinator Meetings

Standard Four: The Academic Program

Course Evaluation Student Response Rates

Academic Program Reviews:

Academic Program Review Guidelines

Academic Program Review Proposed New Format

2010 Program Review-Department of Commerce and Industry; 2011 Program Review-Department of Applied Technology; etc.

Nursing 1 Unit 3 Communication Crosswalk

Alumni Surveys

Office Management/Medical Coding/Human Services/Criminal Justice/Massage Therapy (all use one survey)

Nursing

Graduation

Program-specific Accreditation: Nursing, Automotive

Curriculum Committee: Minutes 2007-2017 (add 18!)

Alternative Delivery

eDesign Rubric

Alternative Delivery Proposal Form_2018

Alternative Delivery Committee Minutes

Alternative Delivery Committee Agenda

Data for Alternative Delivery

Syllabus Forms

Syllabus Appendix Resources for Students

Syllabus Template Fall 2018

Syllabi by AFA (Academic Focus Area)

Articulations: College

Articulations: High School

IOTA Online Course Eval Form

IOTA Onsite Course Eval Form

Minimum Credits Required Table

MOU Mt. Washington

Co-Req Progress_June 2018 (math)

Standard Five: Students and Co-Curricular Experiences

EAB Navigate Poster

Right to Know – Security

WMCC Academic Support Center

WMCC Admissions Checklist, Policies & Procedures, Application

WMCC Change of Residency Request

WMCC News Release Form

WMCC Release of Student Information Form

WMCC Self-Referral Form

CCSSE

      CCSSE 2011_2014_2017 comparison

      CCSSE2011_Key_Findings_WMCC

      CCSSE2014_BenchmarkNEASC_WMCC

      CCSSE2014_presentation_WMCC

      CCSSE2017_KeyFindings_WMCC

Standard Six: Teaching, Learning, and Scholarship

Running Start Forms: Checklist, Classroom Visit Rpt, Evaluation Forms

Professional Development:

      Pro Dev Assistance Policy

      Pro Dev Fund Request Form

      Pro Dev Fund Request Guidelines

      Professional Development Committee Minutes

Field Trip Form Waiver

Individual Professional Growth Plan Form

SJD: Academic Staff

SJD: Faculty

Faculty Evaluation:

      Faculty Classroom Observation Worksheet & Guide rev 2013

      Faculty Course Portfolio Form Adjunct

      Faculty Performance Evaluation FT rev 2013

Adjunct Survey

Adjunct:F/T Faculty Chart

Standard Seven: Institutional Resources

Budget

FY19 Budget Projection Child Development Center

FY19 Budget Projection Operating

FY19 Budget Projection Twitchell House

FY19 Budget Projection Wellness Center

WMCC FY 19 Budget Request Form

Standard Eight: Educational Effectiveness

Advanced Welding Technology: Competencies, Rubric, Program Outcomes

Alumni: Survey Form, Alumni Survey Methods & Findings, Class of 2017 Outcomes

CCA Analyses:

Predictive Utility of Accuplacer Math

CCA Retention and Persistence 2016

Math Co-Req Progress June2018

WMCC 15-to-Finish

Enrollment Update

Excerpt from New York Times upshot series

WMCC Educated Person Statement

Writing Measurable Outcomes

IPEDS 150% grad rate WMCC_CCSNH_NE_National graph 20180110

Grad & non-grad-transfer Outcomes Measures by College

Research Updated WMCC 2014

Report for Department Chairs Spring 2018

College Access Navigator project Summary Table

Standard Nine: Integrity, Transparency, and Public Disclosure

Allocation to Colleges White Paper

Alumni Accreditation Survey Fall 2016

Alumni Strategic Planning Survey Fall 2017

Equity Committee sample minutes, Minutes 4-2018

Equity Survey History

Consumer Information Master List

HUMA 212 Legal and Ethical Issues syllabus

Key Consumer Information

Procedures on Complaints

Workplace Conduct Policy

Collective Bargaining Agreements: Staff, Full-Time Faculty, Adjunct Faculty

Performance Audit Report August 2017

Policies Signed upon Hiring

IRB Files:

ERB Policy and Procedures NCC

ERB Proposal System Level

IRB Application Form

IRB Review College Access Navigator Study

Staff Networking Team

SNT Formation Presentation 01082018

SNT Minutes